



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: LIBERTY HIGH SCHOOL ACADEMY FOR NEWCOMERS
DBN (i.e. 01M001): 02M550
Principal: RHONDA HUEGEL
Principal Email: RHUEGEL@SCHOOLS.NYC.GOV
Superintendent: MARISOL BRADBURY
Network Leader: LISA PILASKI

School Leadership Team (SLT) Signature Page

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

Directions:

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

| Name | Position and Constituent Group Represented | Signature |
|------------------|--|-----------|
| Rhonda Huegel | *Principal or Designee | |
| Katie Farrell | *UFT Chapter Leader or Designee | |
| Mohammad Mustafa | *PA/PTA President or Designated Co-President | |
| Denise Mojica | DC 37 Representative, if applicable | |
| Brenda Gutierrez | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Alina Hernandez | Member/ Parent | |
| Ahdo Alsaïdi | Member/ Parent | |
| Hauda Zakari | Member/ Parent | |
| Carlos Carmona | Member/ Assistant Principal | |
| Gmelyn Alfaro | Member/ Student | |
| | Member/ Student | |
| | Member/ | |

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 which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

| | |
|--|--|
| | School Leadership Team Signature Page |
| | Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements) |
| | ▪ Annual Goal |
| | ▪ Comprehensive Needs Assessment |
| | ▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal |
| | ▪ Budget & Resource Alignment section (indicating all funding sources) |
| | Academic Intervention Services (AIS) |
| | Title I Plan (Only for schools receiving Title I funding) |
| | Parent Involvement Policy (PIP) |

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 100% of the teachers will be part of Department/Grade Level Teams that design curriculum, pacing calendars, and incorporate Common Core Learning Standards throughout daily lesson planning in an effort to support leveled ESL classes in tandem with content area instruction.

Comprehensive Needs Assessment

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

Liberty's High School's program will change from block programming to leveled based assessment programming. This will allow Liberty High School to register transfer ESL students and provide the best accurate academic program based on individual need for all students. Currently, the school's programming is blocked and does not allow flexibility for students. Students are fit into classes regardless of their ESL level and English proficiency. Students at intake will be tested for their ESL level and placed in the appropriate ESL classes, in tandem be programmed with their grade requirements. Liberty's programming will be based on individualized student needs. This approach will allow students to satisfy their requirements at a faster pace and then allow for other electives, Advanced Placement courses, and /or College Now offerings. Data sources that were considered:

- Regents Results 2013
- Graduation Rate
- Progress Report Data (College and Career Readiness Index)
- Professional Development Needs of Staff
- STARS Reports (Individual Credit Accumulation, Scholarship Report)

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All teachers will use the SIOP model to craft instruction which include content and language objectives as well as identifying the CCLS.
2. Teachers will learn how to differentiate the instruction to engage all learners regardless of ESL levels.

B. Key personnel and other resources used to implement each strategy/activity

1. Carlos Carmona, Assistant Principal and the Collaborative Meeting time on Wednesdays
2. Rhonda Huegel, Principal IA and Carlos Carmona, Assistant Principal

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Informal and Formal observations and group minutes from Wednesday meeting times.
2. Informal and Formal observations and Feedback sessions with teachers, Professional Development during Chancellor's Conference Days. Teacher selected artifacts.

D. Timeline for implementation and completion including start and end dates

1. September 2013 until June 2014
2. September 2013 until June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Collaborative Meeting times on Wednesdays (SBO)
2. Collaborative Meeting Times on Wednesdays (SBO) and Chancellor's Day, PD opportunities through the Office of ELLs,

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Please see the

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| | | | | | | | | | | | |
|----------|-----------------|----------|-----------------|--|------------------|----------|------------------|--|------------------|----------|---------------|
| X | Tax Levy | X | Title IA | | Title IIA | X | Title III | | Set Aside | X | Grants |
|----------|-----------------|----------|-----------------|--|------------------|----------|------------------|--|------------------|----------|---------------|

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, 100% units and lesson of study across disciplines and grade levels will incorporate Common Core Learning Standards specific to a performance based task.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 Liberty High School Academy for Newcomers needs to work on incorporating the CCLS into every unit of study. Teachers need to familiarize themselves with the standards and skills the CCLS are asking the students to perform to be considered College and Career ready.

- Scholarship Reports
- Regents 2013 Results
- City and State Accountability Reports
- Learning Environment Survey

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups
 1. All teachers will participate in Wednesday Collaborative meeting times that focus on writing lessons and units incorporating Common Core Learning Standards

B. Key personnel and other resources used to implement each strategy/activity
 1. Carlos Carmona, Assistant Principal

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
 1. Informal and Formal Observations with feedback

D. Timeline for implementation and completion including start and end dates
 1. September 2013 to June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
 1. Collaborative Meeting Times SBO vote

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
 Liberty High School will dedicate a Parent Association general meeting to present the Common Core Learning Standards to parents and community.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| X | Tax Levy | Title IA | Title IIA | X | Title III | Set Aside | Grants |
|---|----------|----------|-----------|---|-----------|-----------|--------|
| | | | | | | | |

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, 100% of Liberty's teaching staff in every department will have participated in creating uniformed grading policies and course curriculum .

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 After reviewing student participation and answers in the Learning Environment Survey from academic school year 2012-2013 there is a need to create transparency within academic departments about how students will be graded during a given marking period and students earn academic credit.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding

subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will meet two Mondays every month to discuss grading policy, and curriculum map and build schema that will be incorporated into course outlines.

B. Key personnel and other resources used to implement each strategy/activity

1. Carlos Carmona Assistant Principal, Teachers all subject areas

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

At the beginning of each term teachers will submit course description and grading policy that student will receive.

D. Timeline for implementation and completion including start and end dates

1. September 2013 and February 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Collaborative Meeting Times SBO Vote
2. Common Core Learning Standards published by the NYC DOE
3. ARIS Learning Opportunities available online
4. Teachers' written curriculum

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The Parent Association Meeting scheduled in December will provide a workshop to parents about High School graduation requirements.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| X | Tax Levy | Title IA | Title IIA | X | Title III | Set Aside | Grants |
|---|----------|----------|-----------|---|-----------|-----------|--------|
|---|----------|----------|-----------|---|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the Parent Teacher Association general membership will increase by 10% or 34 parents.

Comprehensive Needs Assessment

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

Liberty High School Academy for Newcomers lacked an elected PTA as well as a School Leadership Team that was elected. LHS invited the Cluster family advocate Lidia Nunez to hold elections and provide training to the elected parents on creating by laws.

- Lack of Membership at PTA meetings
- Lack of SLT agendas and membership during the 2012-2013 school year
- Low attendance during Parent teacher Conference night
- Learning Environment Survey Parent responses

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Workshops for parents that generate interest during PTA general membership meeting

B. Key personnel and other resources used to implement each strategy/activity

1. Denise Mojica, Senior Family Neighborhood Worker, Carlos Carmona, Assistant Principal

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Monthly Sign in Sheets for PTA meetings and Parent Workshops

D. Timeline for implementation and completion including start and end dates

1. September 2013 to June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Translations and interpretations services for families during meetings and outreach

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Generate interest with PTA elected board members and SLT membership

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| X | Tax Levy | Title IA | Title IIA | Title III | Set Aside | Grants |
|----------|-----------------|-----------------|------------------|------------------|------------------|---------------|
|----------|-----------------|-----------------|------------------|------------------|------------------|---------------|

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| X | Tax Levy | Title IA | Title IIA | Title III | Set Aside | Grants |
|----------|-----------------|-----------------|------------------|------------------|------------------|---------------|
|----------|-----------------|-----------------|------------------|------------------|------------------|---------------|

List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

| Type of Academic Intervention Service (AIS) | Type of Program or strategy (e.g. repeated readings, interactive writings, 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 | Close reading assignment, repeated readings, listening activities, public speaking to develop fluency with language. Performance Based Tasks based on Regents exams. | Small Group tutoring, one to one tutoring during lunch. Resource Room during the day. | Services happen during the regular school day and after school on Tuesdays and Thursdays 2:25 -3:15 pm AIS instruction voted in SBO. |
| Mathematics | Skills recovery program, skill and drill, English fluency for word problems, Performance based tasks centered on State Assessments. | Small group tutoring, one to one tutoring, resource room. | Services happen during the regular school day and after school on Tuesdays and Thursdays 2:25 -3:15 pm AIS instruction voted in SBO. |
| Science | Close Reading Assignments, content vocabulary development, Science Lab tutorials. | Small group tutoring, one to one tutoring, resource room. | Services happen during the regular school day and after school on Tuesdays and Thursdays 2:25 -3:15 pm AIS instruction voted in SBO. |
| Social Studies | Close Reading Assignment, Content Vocabulary Development | Small group tutoring, one to one tutoring, resource room. | Services happen during the regular school day and after school on Tuesdays and Thursdays 2:25 -3:15 pm AIS instruction voted in SBO. |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Guidance Counselors and Social Worker | Small group counseling, one to one counseling. | During the school day and after school. As needed or requested by teacher, counselor, student, parent/guardian.X |

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

| | | | |
|--|----------------------------------|--|---|
| Indicate with an "X" your school's Title I Status. | | | |
| X | School Wide Program (SWP) | | Targeted Assistance (TA) Schools |
| | | | Non-Title I |

All Title I Schools

Highly Qualified Teachers (HQT)

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

We find it imperative that we continue to support all of our teachers through differentiated professional development opportunities. All teachers set their own professional goal at the beginning of the school year during the initial planning conference. The schools' professional development plan is centered on the needs of the teachers as well as student achievement data and credit accumulation. The initial survey is conducted at the beginning of the school year. Chancellor's Conference Days include a feedback form for teachers to rate and comment on the sessions provided as well as a section to suggest future workshops. A second general survey is conducted midway through the school year to adapt to individual needs and finally, a survey is scheduled to be conducted at the end of the school year to determine the needs of the teachers for the upcoming school year. We monitor the needs of our teachers and adjust accordingly. We provide job-embedded and off-site professional development opportunities. Specifically, we look for opportunities through the Office of English Language Learners. We encourage teachers to attend workshops, classes, and conferences outside the school in order to keep up-to-date with the latest research in their disciplines. We provide our newer teachers with mentors that make available their experiences and expertise during school as well as after school. Additionally, we support the needs of any teacher that feels he or she would benefit with the support of a mentor. We also provide our teachers with the support of a Generation Ready coach (formerly AUSSIE) and instructional support through our Network. Our Consultant will begin work in February and is Bas Stevenson. Finally, our supervisory team is proactive in providing ongoing continuous support through the observation process. We will recruit new teachers through our connection with CUNY and their student teacher program.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Every Wednesday, teachers and paraprofessionals meet with their respective departments with the lead of an administrator to develop lessons and identify key components of the Common Core Learning Standards. Teachers are asked to identify during post observation conferences the CCLS that were targeted during the instructional period observed. Teachers are asked to attend Professional Development workshops offered through the city and encouraged to attend other workshops during their own personal time that cover CCLS. The Assistant Principal of Supervision and Principal attend monthly workshops on Teacher Framework (Advance) and Common Core Learning Standards.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Liberty High School Academy for Newcomers uses a portion of Title I funding to service our students in Temporary Housing. We provide counseling services as well as physical resources needed i.e school supplies, clothing for cold winter months, and regents review materials.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

As part of professional development, teachers have common planning time to meet to discuss assessments and revised curriculum to meet the needs of students.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Liberty High School

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

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- invite parents to attend the district parent committees;
- English Language Learners and family literacy programs;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- planning workshops at the PTA general meetings that provide valuable information to our parents about course requirements and graduation requirement, Common Core Learning Standards, new State assessments, college application process, student performances through our partnerships;
- establishing a Parent Resource Center/Area maintained by the Parent Coordinator or designated staff person.
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress that is translated into the major languages of our parents for better communication;
- 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments. This policy will be in effect for the 2013-2014 school year.

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;
- ensuring all students are provided with mandated minutes of ESL instructional minutes in their academic program.
- 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 designated by the Chancellor for high schools 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 as well as workshops throughout the year through the PTA meeting;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- scheduling daily homework time;
- 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;
- helping my child accept consequences of negative behavior;
- encourage my child to participate in after school, extended day, Saturday academy, and summer school programs;
- volunteer in my child's school or assist from my home as time permits;
- respond to surveys, feedback forms and notices when requested;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time with all necessary school supplies;
- complete my homework and submit all assignments on time;
- participate in class discussion and activities;
- ask for help when we do not understand;
- study for exams and complete projects assigned;
- read at least 30 minutes every day outside of school time;
- participate in after school, extended day, Saturday Academy and summer school programs as needed;
- give parents/guardians all necessary notices we receive at school;
- 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;
- .

• .

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

| | | |
|--|--------------------------|--------------------------|
| District 02 | Borough Manhattan | School Number 550 |
| School Name Liberty High School for Newcomers | | |

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

| | |
|---|---|
| Principal Rhonda Huegel | Assistant Principal Carlos Carmona |
| Coach type here | Coach type here |
| ESL Teacher Tawfic Kassim | Guidance Counselor Robert Ball |
| Teacher/Subject Area Indira Polanco / Social Studie | Parent Mohammed Mustafa |
| Teacher/Subject Area type here | Parent Coordinator Denis Mojica |
| Related Service Provider type here | Other type here |
| Network Leader(Only if working with the LAP team) Lisa Pilaski | Other type here |

C. Teacher Qualifications

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

| | | | | | |
|---|-----------|--|----------|--|----------|
| Number of certified ESL teachers currently teaching in the ESL program. | 10 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 2 | Number of teachers who hold both content area and ESL certification | 2 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified NLA/foreign language teachers | 2 | Number of teachers who hold both a bilingual extension and ESL certification | 0 |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | Number of special education teachers with bilingual extensions | 1 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|------------|---|----------------|
| Total number of students in school (Excluding Pre-K) | 326 | Total number of ELLs | 326 | ELLs as share of total student population (%) | 100.00% |
|--|------------|----------------------|------------|---|----------------|

Part II: 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 type="checkbox"/> | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |
| 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 |
| Dual Language <small>(50%:50%)</small> | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| SELECT ONE | | | | | | | | | | 23 | 13 | 12 | 9 | 57 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 13 | 12 | 9 | 57 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|-----|--------------------------------|----|
| All ELLs | 262 | Newcomers (ELLs receiving service 0-3 years) | 170 | ELL Students with Disabilities | 12 |
| SIFE | 63 | ELLs receiving service 4-6 years | 88 | Long-Term (completed 6+ years) | 4 |

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 SWD. [?](#)

| ELLs by Subgroups | | |
|-------------------|------------------|------------------------------------|
| ELLs (0-3 years) | ELLs (4-6 years) | Long-Term ELLs (completed 6 years) |

| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|---------------|-----|------|-----|-----|------|-----|-----|------|-----|-------|
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 170 | 49 | 12 | 88 | 0 | 0 | 4 | | | 262 |
| Total | 170 | 49 | 12 | 88 | 0 | 0 | 4 | 0 | 0 | 262 |

Number of ELLs who have an alternate placement paraprofessional: 3

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 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

*EP=English proficient student

| 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 | EL | EP |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Dual Language (ELLs/EPs) | | | | | | | | | | |
|--|-----|----|-----|----|-----|----|-----|----|-------|----|
| 9-12 | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | |
| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

| | | |
|---|------------------------------------|------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: | |
| Ethnic breakdown of EPs (Number): | | |
| African-American: ____ | Asian: ____ | Hispanic/Latino: |
| Native American: ____ | White (Non-Hispanic/Latino): ____ | Other: |

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| Spanish | | | | | | | | | | 27 | 20 | 27 | 24 | 98 |
| Chinese | | | | | | | | | | 3 | 5 | 11 | 19 | 38 |
| Russian | | | | | | | | | | | | 2 | 3 | 5 |
| Bengali | | | | | | | | | | | | 5 | 5 | 10 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | 11 | 5 | 5 | 1 | 22 |
| Haitian | | | | | | | | | | 1 | 1 | 1 | | 3 |
| French | | | | | | | | | | 5 | 17 | 15 | 20 | 57 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | 4 | 4 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | 1 | 15 | 1 | 8 | 25 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 48 | 63 | 67 | 84 | 262 |

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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) | | | | | | | | | | 15 | 54 | 18 | 19 | 106 |

| 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) | | | | | | | | | | 2 | 32 | 36 | 46 | 116 |
| Advanced (A) | | | | | | | | | | 2 | 3 | 15 | 13 | 33 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 89 | 69 | 78 | 255 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING | B | | | | | | | | | | 1 | 9 | 17 | 8 |
| | I | | | | | | | | | | 3 | 15 | 43 | 48 |
| | A | | | | | | | | | | 0 | 1 | 15 | 27 |
| | P | | | | | | | | | | 0 | 0 | 1 | 2 |
| READING/ WRITING | B | | | | | | | | | | 4 | 23 | 26 | 9 |
| | I | | | | | | | | | | 0 | 2 | 38 | 56 |
| | A | | | | | | | | | | 0 | 0 | 9 | 14 |
| | P | | | | | | | | | | | | 1 | 7 |

| 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 (SWD) | | | | | 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 (SWD) | | | | | | | | | 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 (SWD) | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | 222 | | 70 | |
| Integrated Algebra | 110 | 53 | 59 | |
| Geometry | 22 | | 9 | |
| Algebra 2/Trigonometry | 45 | | 26 | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | 118 | 55 | 82 | |
| Physics | 22 | | 17 | |
| Global History and Geography | 167 | | 58 | |
| US History and Government | 74 | 60 | 48 | |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Initial and internal testing focuses on evaluating students' levels in reading, writing, and speaking. to allow for ESL placement. In addition to ESL placement, students are also given a Math test which can also be used to verify if the student is considered SIFE. Once the student is placed in an ESL level, the classroom teacher gives a number of formal and informal assessments graded with a normed rubric to verify if the placement is valid. All classes and assessments use a balanced literacy approach. We use our data inquiry team to look at student work to review progress. We continually evaluate to see if students are Beginners, Intermediate or at the Advanced levels. The content area classes use every opportunity to work on writing skills because the data has shown that our students are deficient in this skill area. Students at the beginner level focus on speaking and listening and as they move through the intermediate level focus on reading and writing. Advanced students are prepared for SAT, ACT and Regents exams.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
We discuss the data as a school community and are continually assessing what supports can be put into place to assist students. We look at specific courses and how a balanced literacy approach can be embedded to raise students proficiency levels not only in the course outcomes but also in Regents exams. We have found that students are at different spectrums of learning and are placing instructional strategies that embody Universal Designs for Learning with ELLs. Our Regents results could use a lot of improvement, therefore, this data has shown that the current instructional program via programming will be changed.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
After reviewing the NYSESLAT data and Regents scores, we realize that students must be scheduled for AIS instruction after school. We have designed a one to one tutoring program during the day. Students are pulled out of a class once a week for additional supports.
4. For each program, answer the following:
 - a. 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?

A. Our school could improve drastically on its regents results whether students choose to take the test in their native language or English.

B. We will use the ELA Pre Assessment to ensure students are placed in the correct ESL level. We will use item analysis to ensure instruction targets students weaknesses. We will continue to reinforce instructional strategies that provide access to the Common Core Curriculum in all grades.

C. Currently we do not use Periodic Assessment
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
We encourage teachers to use a three tiered intervention support system for students struggling. Students that are meeting ESL benchmarks are identified and given small group instruction during the 37.5 minutes after school. Students not performing and / or improving with AIS supports is then identified to receive one to one instruction with a tutor during the day. This one to one instruction is pull method delivery.
6. How do you make sure that a child's second language development is considered in instructional decisions?
At registration we assess the students proficiency in their native language. We provide students with NLA instruction during the day. We encourage classroom teachers to use glossaries and text support in the students native language.
7. 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?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We currently assess the value of our program based on Regents results and course passing rates. Additionally we review credits

earned per year. Through early identification and evaluation of student progress, collaborative planning and preparation, guidance support systems, and parent involvement our school is working diligently on assisting students as they progress towards graduation. We are committed to providing quality instruction to the students.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. The following steps are followed for the identification of those students who may possibly be ELLs: The Home Language Identification Survey (HLIS) is given to all students when they come to interview with the guidance counselors for possible admission. The HLIS is completed with the assistance of a trained ESL and/or bilingual teacher and / or bilingual guidance counselor. The process includes an oral interview in English and native language wherever possible. All of our new admits are identified as those that are newly arrived non-English speaking immigrant students entering the ninth and tenth grades. The LAB-R is administered to the students within their first ten days of being admitted to Liberty High School. LAB-R administration is an ongoing process throughout the year because enrollment is ongoing. We continually take new admits and administer the test within ten school days. The ESL department handles the LAB-R testing which is arranged by the Assistant Principal of Administration all of whom have been trained.
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.

The three program choices are explained to the parents during registration and the initial interview session by a bilingual guidance counselor and /or bilingual teacher. At registration, we distribute and collect program selection forms and keep them on file. When parents do not speak the language we request the assistance of a translator either by an Educational Paraprofessional, Bilingual Teachers, Bilingual School Aides, or the translation unit provided by the NYC DOE. Parents are also shown the video that explains the three program choices for their children. In the event that parents believe Liberty High School would not meet the needs of their children we actively reach out to the enrollment centers and/or schools within our network that can better suit their needs. If Liberty HS is able to provide a program selection not previously offered our Guidance Department reaches out the parents to inform them that another option is available.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

In order to ensure the timeliness of the selection, all admission folders include entitlement letters, Parent Survey and Program Selection forms in various languages. All forms are filled out during the registration process. If parents need more time in deciding their choice of program the Bilingual Guidance Counselor follows up with the parent via the student. However, this is extremely rare, in general all decisions regarding the program are decided during the interview and registration process. Returning students that still require ESL services, determined by their Spring NYSESLAT scores, are given entitlement letters translated in their home language backpacked home through their second period official class.
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.

All our prospective students and their parents / guardians are interviewed extensively during the admission process. Wherever possible we use Liberty faculty / staff members to translate and explain program choices to parents. If we cannot provide translation services in house we reach out to NYC DOE translation unit or to outside agencies to translate as needed. All documents and correspondence that we send to parents are translated into the major languages of the student body. Placement

letters are provided to the parent/ guardians and students at the time of enrollment. Copies of the placement letters are kept in students' permanent record file at the school. The orientation video is shown in the parents' home language. After the video all questions are answered. Parents receive and complete a home language survey and program selection form at the conclusion of the meeting / interview. We update the ELPC screen in ATS within 20 days of student enrolling at Liberty as well as indicate what program they selected. .

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

We identify specific dates to administer the test during the spring semester. The speaking portion of the test is given first to every student. We identify and train a team of four ESL teachers to administer the speaking portion of the NYSESLAT to those students that have not reached proficiency. We identify dates for the writing, reading, and listening sections of the test. Once the students complete the writing section the results of the speaking portion are bubbled in for each student on his / her answer document. All of non proficient ELL students are tested on the reading, writing, and listening portion of the NYSESLAT in their ESL classes. We identify and train a team of six ESL teachers to correct the writing portion of the NYSESLAT. The results for each student is bubbled on his /her answer sheet. We share and analyze the results of the NYSESLAT with all teachers including ESL, NLA, and content area teachers. The principal and testing coordinator goes through every bubble sheet to ensure that all information is correct for each student. An up to date enrollment report is used to verify that all students are tested. All ESL and NLA certified teachers are part of the process of testing.

6. 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.) 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.  After reviewing the program selection forms more and more parents are choosing the free standing ESL program. We keep track of the data via ATS reports and build our freestanding immersion program around parent choice. We currently do not have enough parents requesting other program choices to consider rebuilding the Transitional Bilingual Education Program or initiation a dual language program at Liberty. Only 10% of our ninth grade parents of both Spanish speaking and Chinese speaking are still requesting TBE. All other languages, such as, Haitian Creole, Korean, and Russian almost exclusively request Freestanding ESL for their children in the first year. All 10th, 11th, and 12th grade students of all native languages exclusively request freestanding ESL instruction. We monitor the selection closely in the event we need to make changes.

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
- 1A. Liberty High School for Newcomers uses a departmentalized approach to organization. All instruction in our core content areas is departmentalized. We have the following departments: ESL, English, math, Social Studies, Science, Mathematics, Physical Education / Health, Native Language Arts, Art and Special Education.
- 1B. Students are programmed heterogenously in classes with the exception of ESL. The ESL class is programmed based on student's language ability. Students are tested for math ability and programmed for a skills class before they start the NYS Algebra curriculum.
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)?

The school has an eight period day, with each period meeting everyday five times a week. The organization of our teachers ensures that the mandated number of instructional minutes is provided according to the proficiency levels in ESL by programming students according the LAB-R and NYSESLAT results.

A. ESL, ELA and NLA instructional minutes are explicitly delivered in each program model as per CR Part 154 by following the results of assessments of students from the LAB-R and yearly NYSESLAT. Our master program is set up as such that the daily, weekly and monthly and semester minutes are calculated so as to ensure the proper number of minutes is being provided in ach area. Beginner level ESL students receive 630 total minutes of ESL instruction instruction. Students receive 225 minutes of ELA instruction daily. Intermediate level students receive 450 minutes of instruction and Advanced students receive 225 minutes of instruction per week. Spanish speaking SIFE students Students receive 93 minutes of NLA instruction per week.

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 foster language development and meet the demands of the Common Core Learning Standards.

The content area teachers use the SIOP model to deliver their daily instruction. Teachers are given on going professional development on Common Core Learning Standards.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

The literacy level of all students is evaluated upon their arrival to Liberty High School. We use teacher diagnostic evaluation tools throughout the year to assess language ability and growth measures.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ESL teachers design their own assessments in order to ensure students are receiving adequate instruction in all four modalities tested on the NYSESLAT. Each level of ESL has their own benchmarks created by the deaprtment for each modality within the level. Assessment is ongoing by teachers.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

A. SIFE students are assessed continually and are programmed with skills classes before they are programmed for NYS core currirulum classes or in conjunction with those classes. In addition to the skills classes students are programmed for AIS tutoring after school with subject teachers on Monday and Thursday.

B. ELLs in the country less than three years are given an in house placement test in English and Mathematics. Based on the results, students are placed in classes that meet their unique needs. Their ESL level determines the minutes of ESL instruction students receive per week. Students receive ESL support in all classes through the SIOP model.

- C. Generally students that are 4-6 years at Liberty High School are seniors and receive a double period of ESL daily.
- D. Our long term ELL students receive AIS tutoring along with their mandated minutes during the day. AIS tutoring meets Monday and Thursday directly after school and is programmed by our Bilingual Guidance Counselors.
- E. ELLs that tested proficient and no longer require services is rare at Liberty High School. Students continue to receive instruction through the SIOP model. Students that are formers ELLs that fit the state requirement are given time and a half to finish state exams.
7. 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?
 Our Special Education teacher is trained in ESL methodologies and strategies. The Special Education teacher provides SETTS services to our students with IEPs and any additional students that are recognized to have a severe learning issue identified by the Bilingual Counselor and still needs a referral for Special Education services. The Special Education teacher also pushes into classrooms with Educational Paraprofessionals to support students within the classroom.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
 ELL-SWDs are programmed for resource room to meet their IEP. Liberty does not support a self contained program for SWDs. Therefore students receive the necessary supports to perform in their classes. We use Educational Paraprofessionals to support SWDs in the classroom. In addition, students needing extra support are required to attend AIS extended day with teachers.

Courses Taught in Languages Other than English 

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

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

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

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

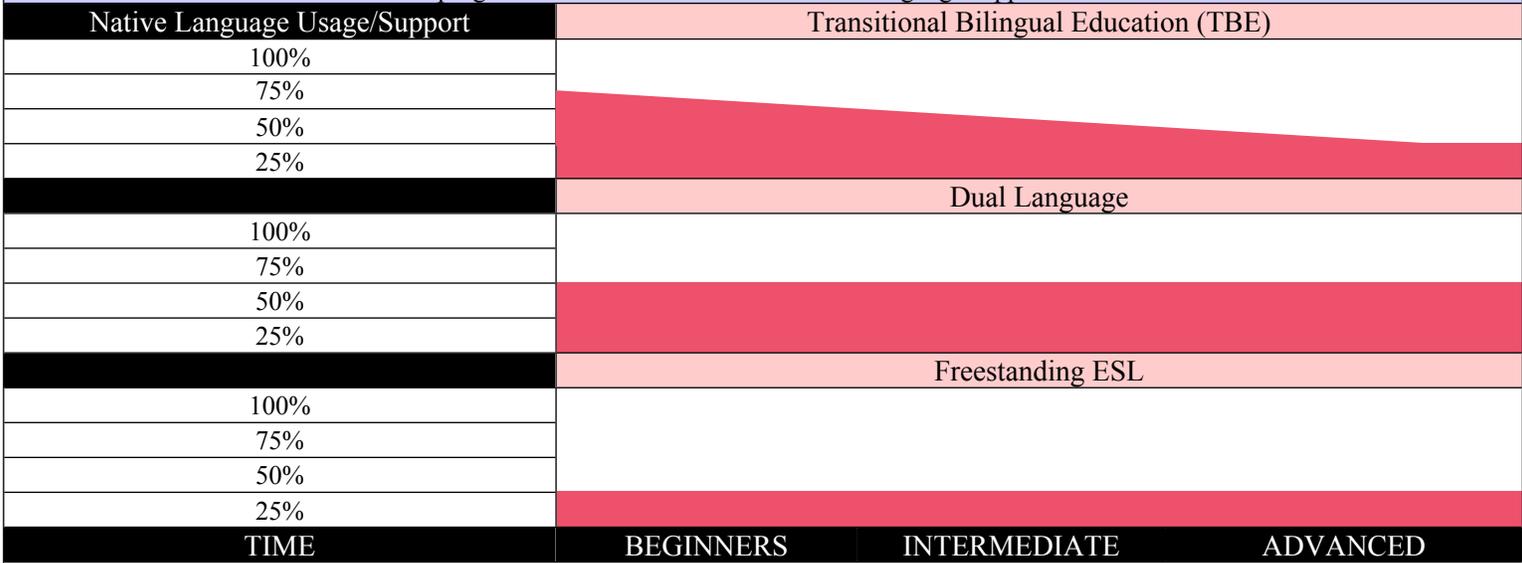
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.

We offer targeted intervention in Math Science and Social Studies with additional ESL Regents based classes that address their needs for support. In addition, we provide small group and one to one tutoring during the day. We have converted a room into a tutoring center that is used specifically for AIS. Additionally we provide students with a Saturday Academy to prepare for NYS Regents exams and summer school program.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The current block programming for SIFE students meets their specific needs in preparing them content classes. Students are tested to determine their individual needs in ESL are placed accordingly.

11. What new programs or improvements will be considered for the upcoming school year?

During the Spring semester the program will unblocked and students will be placed for their specific needs across content areas. Therefore, a student with a low ESL level however proficient in math will be allowed to take the higher level math regardless of grade level. Administration will write for a Bilingual grant to include TBE for those students requesting. ESL levels will go back to levels.

12. What programs/services for ELLs will be discontinued and why?

no program has been discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our entire student body is ELL and therefore all have equal access to what Liberty has to offer at the school.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The instructional materials we utilize are Rosetta Stone, Destination Math, Rigor, Northstar.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native Language is supported in the ESL program by one of our faculty members who speaks the native language of the student. Additionally, we have different software programs in different languages to support student development in their native languages.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Support services are geared toward student age and grade level. Materials are geared to gain the interest of the students and are matched to their level proficiency in English or ESL level. We continue to look for academic material that is suitable to age as well as level.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Students that enroll at the end of June to start the year in September are given summer school to help students acclimate themselves to their school environment and to develop academic skills they need to be successful. Teachers offer a variety of programs during the school year that assists students that are new to the school. Students have orientation led by their Bilingual Guidance Counselor, Students activities such as music, art, dance and Student Government are offered to the students.

18. What language electives are offered to ELLs?

Spanish is offered.

19. For schools with dual language programs:

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- 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 here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. We provide professional development to all staff members: teachers, counselors, administration and school aides on youth development strategies, SIOP model of instruction, Common Core Learning Standards for ELLs and Teacher Framework. The school faculty meets every Wednesday for Professional Development these topics are covered.

2. Our Wednesday Professional Development meetings will focus on CCLLs since all our students are ELLs we will work on strategies in ensuring all content teachers write objectives based on the new anchor standards and that ESL teachers support the content teachers as well as provide English language acquisition.

3. Our students are mostly new immigrants to the country. Staff members are provide assistance through one tutoring and support services throughout the day. Teachers are also given youth development training, i.e Respect for ALL training during the opening faculty meeting in September.

4. All teachers receive the minimum 7.5 hours of training. All PDs sessions are directed to teachers of ELLs. We include the SIOP model of instruction and strategied that target ELL learners. PD is delivered by the bilingual AP. Teachers are made aware of QTEL workshops offered by the NYC DOE and training offered by the Office of ELLs in CCLLs. We keep sign in sheets agendas and handouts for professional activities. We included documentation of outside training to be included as an artifact in the new Advance system of teacher evaluation. Lastly, we have two ESL teachers that act as staff developers that present workshops to our teachers during Chancellor Conference Days.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. We have a PA and a SLT that meets monthly. We provide ESL classes for parents.

2. We partner with the Door, Chelsea Ryan Health Center, More Art, Charles B. Wang Health Center, and NYC Bar Justice Department.

3. We analyze the needs of the parents by reviewing the NYC Learning Environment Survey. Parents have an active voice on the SLT to influence school policy, vision and mission. We receive feedback from parents through our bilingual guidance counselors, school aides, para professionals and Senior Neighborhood Worker who acts as the Parent Coordinator for Liberty HS. Our Senior Neighborhood Worker contacts parents regularly and is instrumental in providing workshop ideas to the PTA and SLT members. She is also instrumental in our outreach process with families with attendance issues.

4.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------------------|----------------------|-----------|-----------------|
| Rhonda Huegel | Principal | | 1/1/01 |
| Carlos Carmona | Assistant Principal | | 1/1/01 |
| Denise Mojica | Parent Coordinator | | 1/1/01 |
| Tawfic Kassim | ESL Teacher | | 1/1/01 |
| Mohammed Mustafa | Parent | | 1/1/01 |
| Indira Polanco | Teacher/Subject Area | | 1/1/01 |
| Jeffrey Conway / English | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| Robert Ball | Guidance Counselor | | 1/1/01 |
| Lisa Pilaski | Network Leader | | 1/1/01 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 02M550 School Name: Liberty High School

Cluster: 01 Network: 108

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

- Providing all parents/guardians information in their native language through our phone messaging system.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

| Part A: School Information | |
|--|-------------|
| Name of School: Liberty High School | DBN: 02M550 |
| This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|---|
| The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: reduced class size |
| Total # of ELLs to be served: 320 |
| Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 |
| Total # of teachers in this program: 10 |
| # of certified ESL/Bilingual teachers: 10 |
| # of content area teachers: 4 |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

Part C: Professional Development

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

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

Part C: Professional Development

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

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

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

Part E: Budget

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

Allocation Amount: \$

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• 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 | | |
| TOTAL | | |