



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** LONG ISLAND CITY HIGH SCHOOL

**DBN (i.e. 01M001):** 30Q450

**Principal:** VIVIAN SELENIKAS

**Principal Email:** [VSELENI@SCHOOLS.NYC.GOV](mailto:VSELENI@SCHOOLS.NYC.GOV)

**Superintendent:** TAMIKA MATHESON

**Network Leader:** NANCY DIMAGGIO

### 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 |
|------------------------------|--|-----------|
| Vivian P. Selenikas          | *Principal or Designee   |           |
| Kenneth Achiron, Chairperson | *UFT Chapter Leader or Designee  |           |
| Anita O’Brien                | *PA/PTA President or Designated Co-President   |           |
| Tracey Brown                 | DC 37 Representative, if applicable  |           |
| Divya Ramdath                | Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> ) |           |
|                              | CBO Representative, if applicable  |           |
| Vladimir Hurych              | Member/ AP   |           |
| John Garvey                  | Member/ Teacher  |           |
| Peter Muhlbach               | Member/ Teacher  |           |
| Oswaldo Luna                 | Member/ Parent   |           |
| Christina Kounalis           | Member/ Parent   |           |
| Sara Miranda                 | Member/ Parent   |           |
| Djemba Shutsha               | Member/ Parent   |           |
| Cassandra Swan               | Member/ Parent   |           |
| Erin Ramgulam                | 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.

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:**

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. 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).

### **Priority schools implementing a whole school reform model in 2013-14 are required to:**

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

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

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.

- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school’s priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 14 of the SCEP.

## SCEP Checklist

### ***All Schools***

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

|  |  |
|--|--|
|  | <b>School Leadership Team Signature Page</b>   |
|  | <b>The SCEP Overview</b>   |
|  | <b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>        |
|  | ▪ A major recommendation with HEDI rating  |
|  | ▪ Statement Of Practice (SOP) selected aligned to the goal   |
|  | ▪ A goal aligned to the major recommendation   |
|  | ▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal         |
|  | ▪ Budget & Resource Alignment section (indicating all funding sources)                               |
|  | <b>Academic Intervention Services (AIS)</b>  |
|  | <b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b> |
|  | <b>Parent Involvement Policy (PIP)</b>   |

### ***Priority Schools Only***

|  |   |
|--|---|
|  | <b>Expanded Learning Time (ELT) Program Description</b> |
|--|---|

### School Information Sheet for 30Q450

School Configuration (2013-14)

|   |             |   |       |   |     |
|---|-------------|---|-------|---|-----|
| Grade Configuration   | 09,10,11,12 | Total Enrollment                                | 2522  | SIG Recipient                                 | N/A |
| Types and Number of English Language Learner Classes (2013-14)  |             |   |       |   |     |
| # Transitional Bilingual  | 17          | # Dual Language                                 | N/A   | # Self-Contained English as a Second Language | 3   |
| Types and Number of Special Education Classes (2013-14)         |             |   |       |   |     |
| # Special Classes   | 66          | # SETSS   | 17    | # Integrated Collaborative Teaching           | 184 |
| Types and Number of Special Classes (2013-14)                   |             |   |       |   |     |
| # Visual Arts   | 33          | # Music   | 51    | # Drama                                       | N/A |
| # Foreign Language  | 96          | # Dance   | N/A   | # CTE   | 19  |
| School Composition (2012-13)                                    |             |   |       |   |     |
| % Title I Population  | 61.8%       | % Attendance Rate                               | 79.6% |   |     |
| % Free Lunch  | 70.0%       | % Reduced Lunch                                 | 7.1%  |   |     |
| % Limited English Proficient                                    | 14.6%       | % Students with Disabilities                    | 14.6% |   |     |
| Racial/Ethnic Origin (2012-13)                                  |             |   |       |   |     |
| % American Indian or Alaska Native                              | 0.2%        | % Black or African American                     | 11.4% |   |     |
| % Hispanic or Latino  | 62.0%       | % Asian or Native Hawaiian/Pacific Islander     | 14.4% |   |     |
| % White   | 11.4%       | % Multi-Racial                                  | 0.0%  |   |     |
| Personnel (2012-13)   |             |   |       |   |     |
| Years Principal Assigned to School                              | 0.34        | # of Assistant Principals                       | 13    |   |     |
| # of Deans  | N/A         | # of Counselors/Social Workers                  | 14    |   |     |
| % of Teachers with No Valid Teaching Certificate                | 3.2%        | % Teaching Out of Certification                 | 8.2%  |   |     |
| % Teaching with Fewer Than 3 Years of Experience                | 13.2%       | Average Teacher Absences                        | 10.1  |   |     |
| Student Performance for Elementary and Middle Schools (2012-13) |             |   |       |   |     |
| ELA Performance at levels 3 & 4                                 | N/A         | Mathematics Performance at levels 3 & 4         | N/A   |   |     |
| Science Performance at levels 3 & 4 (4th Grade)                 | N/A         | Science Performance at levels 3 & 4 (8th Grade) | N/A   |   |     |
| Student Performance for High Schools (2011-12)                  |             |   |       |   |     |
| ELA Performance at levels 3 & 4                                 | 66.6%       | Mathematics Performance at levels 3 & 4         | 54.8% |   |     |
| Credit Accumulation High Schools Only (2012-13)                 |             |   |       |   |     |
| % of 1st year students who earned 10+ credits                   | N/A         | % of 2nd year students who earned 10+ credits   | N/A   |   |     |
| % of 3rd year students who earned 10+ credits                   | N/A         | 4 Year Graduation Rate                          | 59.0% |   |     |
| 6 Year Graduation Rate  | 73.0%       |   |       |   |     |
| Overall NYSED Accountability Status (2012-13)                   |             |   |       |   |     |
| Reward  |             | Recognition                                     |       |   |     |
| In Good Standing  |             | Local Assistance Plan                           |       |   |     |
| Focus District  | X           | Focus School Identified by a Focus District     |       |   |     |
| Priority School   | X           |   |       |   |     |

#### Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

|                                  |     |   |     |
|----------------------------------|-----|---|-----|
| American Indian or Alaska Native | N/A | Black or African American                       | N/A |
| Hispanic or Latino               | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White                            | N/A | Multi-Racial                                    | N/A |
| Students with Disabilities       | N/A | Limited English Proficient                      | N/A |
| Economically Disadvantaged       | N/A |   |     |

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

|                                  |     |   |     |
|----------------------------------|-----|---|-----|
| American Indian or Alaska Native | N/A | Black or African American                       | N/A |
| Hispanic or Latino               | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White                            | N/A | Multi-Racial                                    | N/A |
| Students with Disabilities       | N/A | Limited English Proficient                      | N/A |
| Economically Disadvantaged       | N/A |   |     |

Met Adequate Yearly Progress (AYP) in Science (2011-12)

|                                  |     |   |     |
|----------------------------------|-----|---|-----|
| American Indian or Alaska Native | N/A | Black or African American                       | N/A |
| Hispanic or Latino               | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White                            | N/A | Multi-Racial                                    | N/A |
| Students with Disabilities       | N/A | Limited English Proficient                      | N/A |
| Economically Disadvantaged       | N/A |   |     |

#### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

|                                  |     |   |     |
|----------------------------------|-----|---|-----|
| American Indian or Alaska Native | N/A | Black or African American                       | No  |
| Hispanic or Latino               | Yes | Asian or Native Hawaiian/Other Pacific Islander | No  |
| White                            | No  | Multi-Racial                                    | N/A |
| Students with Disabilities       | No  | Limited English Proficient                      | No  |
| Economically Disadvantaged       | Yes |   |     |

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

|                                  |     |   |     |
|----------------------------------|-----|---|-----|
| American Indian or Alaska Native | N/A | Black or African American                       | No  |
| Hispanic or Latino               | No  | Asian or Native Hawaiian/Other Pacific Islander | No  |
| White                            | No  | Multi-Racial                                    | N/A |
| Students with Disabilities       | No  | Limited English Proficient                      | No  |
| Economically Disadvantaged       | No  |   |     |

Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)

|                                  |     |   |     |
|----------------------------------|-----|---|-----|
| American Indian or Alaska Native | N/A | Black or African American                       | Yes |
| Hispanic or Latino               | Yes | Asian or Native Hawaiian/Other Pacific Islander | Yes |
| White                            | Yes | Multi-Racial                                    | N/A |
| Students with Disabilities       | No  | Limited English Proficient                      | Yes |
| Economically Disadvantaged       | Yes |   |     |

## SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

### **Reflecting upon the 2012-13 SCEP**

|   |                          |            |                                     |
|---|--------------------------|------------|-------------------------------------|
| Answer the following questions regarding the 12-13 SCEP   |                          |            |                                     |
| <b>Describe the strengths of your school's 12-13 SCEP.</b>  |                          |            |                                     |
| Four of the five 2012-13 SCEP goals were focused on the same priority areas as the 2013-14 SCEP goals. The 2010-11 QR and the 2012-13 DTSDE recommendations enabled the school to implement Action Plans that showed significant growth. The fifth goal for improvement in the School Environment as measured by the School Environment Survey has been successfully met.   |                          |            |                                     |
| <b>Describe the areas for improvement in your school's 12-13 SCEP.</b>  |                          |            |                                     |
| Growth was shown in all areas of need targeted by the goals, although not enough to meet the rigorous targets set. With the successful change in school culture impacting on student outcomes, growth can continue with additional activities to support the goals that were not possible in 2012-13  |                          |            |                                     |
| <b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>   |                          |            |                                     |
| Major changes occurred at LICHS as part of the SCEPs implementation in 2012-13. Such changes involved revisions to the school program, culture, curriculum, instructional strategies and supports. Time for professional development and implementation of activities and strategies were a challenge that had to be overcome structurally.   |                          |            |                                     |
| <b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>  |                          |            |                                     |
| Growth was shown in the four year graduation rate from the prior year. Growth was also shown in the area of mathematics needed to make AYP. The 2013-14 NYC Progress Report showed growth in the area of School Environment from F to C as well as student performance from F to C which include both 4 and 6 year graduation rates.  |                          |            |                                     |
| <b>Were all the goals within your school's 12-13 SCEP accomplished?</b>   | <input type="checkbox"/> | <b>Yes</b> | <input checked="" type="checkbox"/> |
| <b>If all the goals were not accomplished, provide an explanation.</b>  |                          |            |                                     |
| The goals that required additional and focused rigor in the areas of literacy and social studies content in the 10 <sup>th</sup> grade were not achieved due to the decisions to move the initial administrations of the Comprehensive English Examination into the 10 <sup>th</sup> grade for all students. This decision required students at a much earlier time in their educational progress to demonstrate commencement level skills. |                          |            |                                     |
| <b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>  | <input type="checkbox"/> | <b>Yes</b> | <input checked="" type="checkbox"/> |

### **Developing the 2013-14 SCEP**

|  |  |  |  |
|--|--|--|--|
| Answer the following questions regarding the 13-14 SCEP  |  |  |  |
| <b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>   |  |  |  |
| Focusing mandated ELT initially on students who have not met proficiency on the ELA Regents Exam requires that that be the focus for in-school AIS for the Fall 2013 SY for all targeted students. Funding for this programmatic AIS initiative was not received in time to target students immediately upon returning to school in September 2013.  |  |  |  |
| <b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>  |  |  |  |
| <p><b>Secondary-Level English Language Arts (ELA) Performance Results</b></p> <p><b>Student Group</b></p> <p><b>Target</b></p> <p>All Students ✘ 670 135 155 151</p> <p>American Indian or Alaska Native — 1 — — —</p> <p>Black or African American ✘ 83 111 123 123</p> <p>Hispanic or Latino ✔ 395 131 131 131</p> <p>Asian or Native Hawaiian/Other Pacific Islander ✘ 95 158 162 162</p> <p>White ✘ 96 152 164 164</p> <p>Multiracial — 0 — — —</p> <p>Students With Disabilities ✘ 85 † 61 † 86 86</p> <p>Limited English Proficient ✘ 107 ‡ 87 ‡ 91 91</p> |  |  |  |

Economically Disadvantaged ✓ 470 139 136 136

### Secondary-Level Math Performance Results

#### Student Group

##### Target

All Students ✗ 670 99 132 115  
American Indian or Alaska Native — 1 — — —  
Black or African American ✗ 83 71 92 88  
Hispanic or Latino ✗ 395 96 102 102  
Asian or Native Hawaiian/Other Pacific Islander ✗ 95 128 154 143  
White ✗ 96 108 144 127  
Multiracial — 0 — — —  
Students With Disabilities ✗ 85 † 38 † 71 71  
Limited English Proficient ✗ 107 ‡ 79 ‡ 91 91  
Economically Disadvantaged ✗ 470 107 110 110

### Four-Year Graduation-Rate Total Cohort

#### Student Group

##### Graduation-Rate

##### Progress Target

All Students ✓ 833 66% 80% 64%  
American Indian or Alaska Native — 3 — — —  
Black or African American ✓ 95 58% 80% 50%  
Hispanic or Latino ✓ 479 62% 80% 60%  
Asian or Native Hawaiian/Other Pacific Islander ✗ 139 74% 80% 80%  
White ✓ 117 79% 80% 70%  
Multiracial — 0 — — —  
Students With Disabilities ✗ 110 † 30% † 80% 37%  
Limited English Proficient ✓ 157 ‡ 52% ‡ 80% 44%  
Economically Disadvantaged ✓ 560 71% 80% 70%

#### **Describe how the school leader(s) will communicate with school staff and the community.**

Communication has been prioritized through the school-wide implementation of Jupiter Grades electronic grade book which addresses the findings for development in Tenet 6 from the DTSDE. Also, daily CPT and SLC PD structurally addresses the need to regularly communicate with school staff and the community.

#### **Describe your theory of action at the core of your school's SCEP.**

The SLC and Departmental initiatives around writing to learn and around Common Core Learning Standards around reading informational text and argumentative writing will create and maintain a school-wide culture of writing to learn.

#### **Describe the strategy for executing your theory of action in your school's SCEP.**

The implementation and strengthening of the role of the SLCs in all tenets of school life is the theory of continuous improvement committed to by LICHS

#### **List the key elements and other unique characteristics of your school's SCEP.**

The implementation and strengthening of the role of the SLCs in all tenets of school life is the theory of continuous improvement committed to by LICHS. The SLCs will be leveraged to improve students' levels of proficiency in ELA and Mathematics from their previous levels of performance to the proficiency demanded by the CCLS.

#### **Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.**

Teacher leadership has been fostered and strengthened through the collaboration between the instructional cabinet of the Principal and Assistant Principals, the SLC leadership team of SLC AP/Directors, Lead Teachers and Program Chair. The UFT Chapter has supported the implementation of Professional Development around Teacher Effectiveness and Measures of Student Learning by collaborating to enhance SLC and Departmental Professional Development time. The strengthening of our community outreach evidenced by the hiring and training of 2 Parent Coordinators, 3 Social Workers, 5 Behavioral Support Teachers and 12 Assistant Principals give the school the foundational capacity to implement and sustain change.

## Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

2012-13 QR Recommendation:

The school needs to improve further build on the implementation of rigorous and coherent CCLS-aligned curricula, units and performance tasks that consistently challenge and cognitively engage all learners across all grades and subjects and deepen the level of instructional practices aligned to curricula to effectively ensure a range of entry points that promote rigorous habits and challenge all students to produce meaningful work

|                     |    |              |         |                     |   |                     |   |
|---------------------|----|--------------|---------|---------------------|---|---------------------|---|
| <b>Review Type:</b> | QR | <b>Year:</b> | 2012-13 | <b>Page Number:</b> | 6 | <b>HEDI Rating:</b> | E |
|---------------------|----|--------------|---------|---------------------|---|---------------------|---|

### **Tenet 2: School Leadership Practices and Decisions**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

|          |   |          |   |
|----------|---|----------|---|
| <b>X</b> | <b>2.2 School leader's vision</b>           | <b>X</b> | <b>2.3 Systems and structures for school development</b>        |
| <b>X</b> | <b>2.4 School leader's use of resources</b> | <b>X</b> | <b>2.5 Use of data and teacher mid-management effectiveness</b> |

### **Annual Goal #1**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

For August 2013, the four year graduation rate was 59% for Cohort O, as per the data on the NYC Progress Report. By June 2014, the four year graduation rate of Cohort P will be at least 70%, an overall increase of 11%.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Increased Advanced Placement course offerings have increased student enrollment to over 800 students. New AP courses in ELA, Social Studies and Science with literacy across the curriculum and rigor in classroom instruction enable more students to graduate with college level credits.
2. Additional courses have been instituted in Social Studies and Science to advance student participation in rigorous course work, with the objective of increasing the number of students attaining Advanced Regents Diplomas. Professional development for teachers will support the school-wide writing initiative, aligning with the Common Core Learning Standards as well as all components of the Danielson Framework for Teacher Effectiveness.
3. One-on-one, targeted tutoring takes place in the SLC hubs by the teachers for their students, as well as after-school and during Saturday Academy. Advanced Placement extended learning time, Robotics and Latin class instruction are provided through this model to provide students with opportunities to enhance their scholarship for college and career readiness.
4. In Senior ELA courses, Guidance Counselors and content teachers collaborate to implement a curriculum component focused on graduation and beyond. Topics include: HS graduation requirements, transcript reading, monitoring their own academic progress, college application, essay writing. Individualized follow up occurs for all students based on their needs.
5. Each SLC engages in Inquiry which is focused on Common Core aligned literacy skills across curricula. Teams identify struggling students for their study, including the new Advance Placement SLC team. The Inquiry Cycle protocol is followed where data is used to determine the sample, a pre-assessment is administered, results analyzed to determine needs, common strategies, activities and/or interventions are implemented, a post test is administered, findings are shared and the process begins again for at least three cycles during the school year.
6. The SLCs are designed to enable personalization for the students. The HUB is the primary location that students and families utilize to meet with teachers, the guidance counselor, and support staff. Community building occurs in the HUB. Targeted outreach takes place with communication facilitated between all constituencies. Collaborative discussions take place among professionals to coordinate efforts, improve student performance, attendance and scholarship.
7. Ongoing job-embedded professional development takes on many components. Weekly professional development by Assistant Principals as well as individualized PD through the observation process is focused on implementing Common Core skills, improving teacher effectiveness, improving rigor of the curriculum, deepening understanding, higher order questioning, engagement, assessing and addressing student needs, and data analysis and using data to inform instruction. Lead Teachers in each SLC collaborate with the AP and provide additional PD and supports. An instructional coach supports the Lead Teachers activities. Additionally, targeted staff attended summer institutes provided by HSTW, NAF and the CFN. The UFT Teacher Center staff member, a literacy specialist, provides individualized

supports to all teachers in implementing the strategies shared through the numerous professional development activities.

8. Data is used on an ongoing basis by school leadership, teams and teachers to monitor student progress, especially for those students in Cohort P. Ongoing collaborative discussions take place in within the SLCs and departments on methods of improving student performance, attendance, and scholarship.

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

1. Teachers will revise and implement a rigorous CCLS aligned and ETS approved curricula to meet the needs of the student
2. Assistant Principals and all teachers will engage in focused professional development during both Departmental and SLC designated time.
3. Teachers in of all disciplines participate in tutoring initiatives.
4. Communication protocols have been established to facilitate the collaboration between teachers and guidance counselors.
5. Inquiry teams consist of all members of the SLC, including all teachers, the SLC designated Guidance Counselor, the BST, Dean and SLC Director/Assistant Principal.
6. The one-stop location of the HUB facilitates communication between the Guidance Counselor, support staff, teachers, the Parent Coordinator, students and families.
7. Assistant Principals, Lead Teachers, The UFT Teacher Center staff member, and a Consultant Instructional Coach coordinate efforts to design and implement a comprehensive PD plan
8. SLC teams, the Cabinet, Guidance Counselors, and content area teachers review school and individual student data on a weekly, monthly, and marking period basis. Data sources include the NYC Progress Report, The NYS School Report Card, the Graduation Tracker, ATS reports, marking period scholarship reports, periodic assessments, Regents results, NYSESLAT data, current Regents statistics, and monthly attendance data.

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

1. Student success on the ETS Advanced Placement examinations as well as improved student achievement of the student overall in those courses will be used to evaluate the effectiveness of the component. Increases in the number of students graduating with AP credits will indicate success.
2. Improved scholarship and credit accumulation especially but not exclusively in Social Studies and Science courses leading to improvement in the 4 year graduation rate of Cohort P to meet the goal's target.
3. Cohort P students participation in these opportunities will graduate with the skills that prepare them for college and careers.
4. Guidance counselors' logs of support will evidence the positive impact on the 4 year graduation of all students in the cohort.
5. All SLCs identify students for their inquiry study, while the strategies are implemented to the whole class thereby improving student outcomes overall.
6. Students in Cohort P as well as all Cohorts utilization of the HUB services will enable more students to graduate with their Cohort.
7. All students' achievement will be impacted by the PD. An increase in graduation rate as well as improved scholarship will indicate the effectiveness of the professional development.
8. Improvement in the graduation rate of Cohort P will indicate the components success

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

1. SY 2013-14
2. SY 2013-14
3. SY 2013-14
4. SY 2013-14
5. SY 2013-14
6. SY 2013-14
7. SY 2013-14
8. SY 2013-14

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

1. An Advanced Placement SLC team meets daily to support the activity. The team examines data through the Inquiry process, collaborates on implementing strategies to improve student achievement, and does case conferencing and outreach.
2. Additional courses have been programmed for this activity. Staff programs include weekly professional development.
3. Teachers' time, designated time both during and after the school day, and rooms have been programmed for all SLCs
4. During the Fall term, Guidance counselors conduct lessons in all senior ELA classes in collaboration with the class's teacher.
5. SLC time is allocated to Inquiry once each week.
6. SLC locations and staff assignments have been strategically programmed.
7. The school program includes weekly PD every Wednesday with a special bell schedule. All pedagogical staff is assigned to Wednesday PD. All teacher are programmed additionally twice monthly PD. Assistant Principals are assigned to provide both group PD and provide PD through the observation process.
8. Time is allocated to review data and design targeted interventions

**Budget and Resource Alignment**

|  |   |          |                         |          |  |  |                             |   |                  |               |
|--|---|----------|-------------------------|----------|--|--|-----------------------------|---|------------------|---------------|
| Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.                                      |   |          |                         |          |  |  |                             |   |                  |               |
| <b>X</b>   | <b>PF Set Aside</b>                               | <b>X</b> | <b>Tax Levy</b>         |          | <b>Title IA</b>                          |  | <b>Title IIA</b>            |   | <b>Title III</b> | <b>Grants</b> |
| List any additional fund sources your school is using to support the instructional goal below.   |   |          |                         |          |  |  |                             |   |                  |               |
| See below and attached   |   |          |                         |          |  |  |                             |   |                  |               |
| Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A. |   |          |                         |          |  |  |                             |   |                  |               |
| <b>X</b>   | <b>PF AIS</b>                                     |          | <b>PF CTE</b>           | <b>X</b> | <b>PF College &amp; Career Readiness</b> |  | <b>PF Common Core</b>       |   |                  |               |
|  | <b>PF ELT</b>                                     |          | <b>PF Inquiry Teams</b> | <b>X</b> | <b>PF NYS Standards and Assessments</b>  |  | <b>PF Parent Engagement</b> |   |                  |               |
|  | <b>PF Positive Behavioral Management Programs</b> |          |                         |          | <b>PF RTI</b>                            |  | <b>X</b>                    | <b>PF Supporting Great Teachers &amp; Leaders</b> |                  |               |

**Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)**

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

**Major Recommendation**

|  |    |              |         |                     |   |                     |   |  |  |  |
|--|----|--------------|---------|---------------------|---|---------------------|---|--|--|--|
| Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable). |    |              |         |                     |   |                     |   |  |  |  |
| 2012-13 QR Recommendation:<br>The school needs to improve further build on the implementation of rigorous and coherent CCLS-aligned curricula, units and performance tasks that consistently challenge and cognitively engage all learners across all grades and subjects  |    |              |         |                     |   |                     |   |  |  |  |
| <b>Review Type:</b>  | QR | <b>Year:</b> | 2012-13 | <b>Page Number:</b> | 6 | <b>HEDI Rating:</b> | E |  |  |  |

**Tenet 3: Curriculum Development and Support**

|  |                                  |          |  |  |  |  |  |  |  |  |
|--|----------------------------------|----------|--|--|--|--|--|--|--|--|
| Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal. |                                  |          |  |  |  |  |  |  |  |  |
| <b>X</b>   | <b>3.2 Enact curriculum</b>      | <b>X</b> | <b>3.3 Units and lesson plans</b>          |  |  |  |  |  |  |  |
| <b>X</b>   | <b>3.4 Teacher collaboration</b> | <b>X</b> | <b>3.5 Use of data and action planning</b> |  |  |  |  |  |  |  |

**Annual Goal #2**

|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
| Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.   |  |  |  |  |  |  |  |  |  |
| The passing rate on the June 2013 English Regents was 42.76%. By June 2014, the passing rate on the English Regents will increase by at least 17% to a minimum of 60%, as measured by a score of 65% or higher, over that of the All Student Group in the 2012-2013 accountability year. |  |  |  |  |  |  |  |  |  |

**Instructional Strategies/Activities**

|   |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|
| Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.   |  |  |  |  |  |  |  |  |  |
| <b>A. Strategies/activities that encompass the needs of identified subgroups</b>  |  |  |  |  |  |  |  |  |  |
| 1. Students programs will be strategically prioritized to enable students to excel on the ELA Regent examination. Appropriate courses and supports including numerous tutoring options, the use of targeted skills modules on Castle Learning web-based activities will provide all students with the necessary ELA skills to succeed on the rigorous NYS Regents Examination in ELA. Course options for students that have attempted and not passed the exam will target specific skills indicated in numerous needs assessments, while all ELA curricula has been redesigned to align with CCLS, high levels of rigor and deepened understanding so that the students are have the necessary skills to succeed. |  |  |  |  |  |  |  |  |  |
| 2. Students receive intensive Regents preparation instruction in skills based on data through numerous venues including their regular ELA classroom, additional support classes, Castle Learning modules, in-school tutoring in the SLC HUB and after-school tutoring by licensed ELA teachers, during Saturday Academy, Extended Day, the AVID program and our ELT program.  |  |  |  |  |  |  |  |  |  |
| 3. A comprehensive Professional Development Plan focuses on incorporating Common Core Learning Standards for ELA literacy skills across all disciplines with writing, reading informational text and argumentation. Common Core aligned curriculum maps have been collaboratively designed in all subjects with as a result of targeted PD. Academic Rigor, Depth of Knowledge, Writing to Learn,....., are components of the plan. PD for SLCs and Departments is coordinated within the plan to align all components across the school. PD on the Danielson Framework for Teacher Effectiveness is provided to all teachers and used as a tool for improving both teacher and student outcomes.                 |  |  |  |  |  |  |  |  |  |
| 4. Collaboration between teachers occurs in designing CCLS aligned units, in incorporating instructional strategies to increase non-fiction reading and writing, to address   |  |  |  |  |  |  |  |  |  |

College and Career Readiness.

5. Data is closely monitored for Cohort P with regard to all Regents examinations. Finding determine what, how, when, why modifications need to be made to the plan. ELA data is prioritized as proficiency in literacy demonstrated by Regents results impacts on success for all disciplines.
6. SLC Teacher teams identify struggling students, gather data through pre and post assessments, design strategies to address literacy needs of targeted groups, and perform ongoing assessments of the strategies. Regular meetings with the students occur to monitor progress toward goals. Students' attendance is monitored including their participation at tutoring and other supplemental opportunities. Educational paraprofessionals participate in the collaboration to support the participation of students with IEPs.

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

1. Guidance counselors optimize students programs for ELA success
2. ELA licensed teachers provide instruction while other content area teachers reinforce literacy strategies across curricula.
3. Assistant Principals provide PD and feedback using the Danielson Framework through the observation process, while the Lead Teachers, the UFT Teacher Center staff member, and the instructional coach collaborate to support teachers with the implementation of the PD.
4. SLC and Departmental teams collaborate during designated common-planning time.
5. The cabinet reviews marking period scholarship reports, and conducts data analysis with the teachers.
6. Teacher teams including Guidance Counselors, Paraprofessionals, Behavioral Support Teachers participate in the activity.

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

1. January, June and August 2014 ELA Regents results will show an improvement in the passing percentages of students.
2. Both improved scholarship in ELA classes and improved ELA Regents results will be used to evaluate the effectiveness and impact.
3. Improved scholarship across all disciplines as well as improved ELA Regents result will indicate success.
4. Improved scholarship across all disciplines as well as improved ELA Regents result will indicate success.
5. Improved scholarship across all disciplines as well as improved ELA Regents result will indicate success.
6. Improved scholarship across all disciplines as well as improved ELA Regents result will indicate success.

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

1. Annualized student programming occurs at the beginning of the school year. Students are programmed for January, June and August Regents examinations according to need. Supports are provided throughout the school year. Curriculum for each course is designed at the beginning of the school year and revised as data indicates need.
2. Ongoing SY 2013-14
3. Ongoing SY 2013-14
4. Ongoing SY 2013-14
5. Ongoing SY 2013-14
6. Ongoing SY 2013-14

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

1. Numerous options must be created with regard to course offerings in ELA, tutoring opportunities as well as other supports. Highly qualified ELA licensed teachers with proven results have been programmed to teach the students.
2. Effective ELA programming has been prioritized for both students and teachers
3. Staff assignments and time in the program for PD has been created with all teachers participating in weekly department PD and twice monthly Teacher Effectiveness PD
4. Common planning time has been scheduled into the teachers programs
5. The cabinet meets as new data becomes available and follows up with the teachers in a timely manner.
6. Staff members are programmed to SLCs to enable the activity.

**Budget and Resource Alignment**

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

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

| PF AIS | PF CTE | X | PF College & Career Readiness | PF Common Core |
|--------|--------|---|-------------------------------|----------------|
|--------|--------|---|-------------------------------|----------------|

|   |  |                  |                                  |  |
|---|--|------------------|----------------------------------|--|
| X | PF ELT                                     | PF Inquiry Teams | PF NYS Standards and Assessments | PF Parent Engagement                   |
|   | PF Positive Behavioral Management Programs |                  | PF RTI                           | PF Supporting Great Teachers & Leaders |

### Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

#### Major Recommendation

|  |    |       |           |              |
|--|----|-------|-----------|--------------|
| Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable). |    |       |           |              |
| Deepen the level of instructional practices aligned to curricula to effectively ensure a range of entry points that promote rigorous habits and challenge all students to produce meaningful work. (1.2)   |    |       |           |              |
| Review Type:   | QR | Year: | 2012-2013 | Page Number: |
|  |    |       |           | 6            |
| HEDI Rating:   | E  |       |           |              |

#### Tenet 4: Teacher Practices and Decisions

|  |  |   |   |  |
|--|--|---|---|--|
| Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal. |  |   |   |  |
| X  | 4.2 Instructional practices and strategies | X | 4.3 Comprehensive plans for teaching                          |  |
| X  | 4.4 Classroom environment and culture      | X | 4.5 Use of data, instructional practices and student learning |  |

#### Annual Goal #3

|  |  |  |  |  |
|--|--|--|--|--|
| Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals. |  |  |  |  |
| By June 2014, at least 75% of the students in the school will earn 10+ credits in their third year, an increase of <u>5%</u>   |  |  |  |  |

#### Instructional Strategies/Activities

|  |  |  |  |  |
|--|--|--|--|--|
| Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.  |  |  |  |  |
| <b>A. Strategies/activities that encompass the needs of identified subgroups</b>   |  |  |  |  |
| <ol style="list-style-type: none"> <li>Academic and social/emotional support for all students is part of the design of the SLC, Students in the 3<sup>rd</sup> &amp; 4<sup>th</sup> year will be provided with additional supports by St. John's University Gear-Up program. Special events, such as awards ceremonies will celebrate improvement in scholarship, attendance and student leadership.</li> <li>Departmental and SLC Inquiry teams identify at-risk students and track progress for Regents-readiness and credits. Diagnostics, mid-term and mid-year assessments are administered and student needing additional academic supports are identified. Support is provided through content area classes, SLC tutoring, Gear-Up, Saturday Academy, Extended Day, the AVID program and our ELT program.</li> <li>Data indicated a need to support our young men of color in accessing interesting and challenging opportunities. A LICHS Young Men's Empowerment Initiative has been designed to enhance the participation of young men of color in both extra and co-curricular activities.</li> <li>Common Core aligned instructional units that include multiple points of assessment, review, and application of the content to increase students' literacy skills across all areas have been developed. Teachers share instructional strategies during common planning time to increase inter-disciplinary connections.</li> </ol> |  |  |  |  |
| <b>B. Key personnel and other resources used to implement each strategy/activity</b>   |  |  |  |  |
| <ol style="list-style-type: none"> <li>All staff along with Gear-Up staff will support this activity</li> <li>All teachers participate in this activity</li> <li>The AP/PPS, AP/CTE, a social worker and a Technology Teacher collaborated on designing and implementing the initiative</li> <li>Teachers collaborate on designing effective strategies to support learning</li> </ol>   |  |  |  |  |
| <b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>   |  |  |  |  |
| <ol style="list-style-type: none"> <li>Scholarship reports, and feedback from Gear-Up staff will indicate the impact of the program</li> <li>Improved student progress toward credit accumulation will be evidenced by data on scholarship reports</li> <li>Improved scholarship and credit accumulation for participating students will indicate success</li> <li>Improved scholarship and credit accumulation for all students</li> </ol>  |  |  |  |  |
| <b>D. Timeline for implementation and completion including start and end dates</b>   |  |  |  |  |
| <ol style="list-style-type: none"> <li>Ongoing SY 2013-14</li> <li>Ongoing SY 2013-14</li> <li>Ongoing SY 2013-14</li> </ol>   |  |  |  |  |

4. Ongoing SY 2013-14
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. SLC structures have been created to support the activity including. A partnership with St. John's University supports the activity
  2. The whole school program is designed to enable teams to meet.
  3. School wide intervention structures have been created to support the activity including. A partnership with St. John's University also supports the activity
  4. SLC structures have been created to support the activity including common planning time.

**Budget and Resource Alignment**

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

|          |                     |          |                 |  |                 |  |                  |  |                  |  |               |
|----------|---------------------|----------|-----------------|--|-----------------|--|------------------|--|------------------|--|---------------|
| <b>X</b> | <b>PF Set Aside</b> | <b>X</b> | <b>Tax Levy</b> |  | <b>Title IA</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Grants</b> |
|----------|---------------------|----------|-----------------|--|-----------------|--|------------------|--|------------------|--|---------------|

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

|          |   |          |                         |  |  |  |   |
|----------|---|----------|-------------------------|--|--|--|---|
| <b>X</b> | <b>PF AIS</b>                                     | <b>X</b> | <b>PF CTE</b>           |  | <b>PF College &amp; Career Readiness</b> |  | <b>PF Common Core</b>                             |
| <b>X</b> | <b>PF ELT</b>                                     |          | <b>PF Inquiry Teams</b> |  | <b>PF NYS Standards and Assessments</b>  |  | <b>PF Parent Engagement</b>                       |
|          | <b>PF Positive Behavioral Management Programs</b> |          |                         |  | <b>PF RTI</b>                            |  | <b>PF Supporting Great Teachers &amp; Leaders</b> |

**Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The school culture promotes partnerships where parents, community and staff work together toward student academic progress, social emotional growth and well-being. However, in seeking to engage families in their children's education, the school does not provide sufficient opportunities for parents to understand and interpret student progress data which limits student outcomes.

|                     |                                  |              |           |                     |     |                     |   |
|---------------------|----------------------------------|--------------|-----------|---------------------|-----|---------------------|---|
| <b>Review Type:</b> | DTSDE Review (Debriefing Report) | <b>Year:</b> | 2012-2013 | <b>Page Number:</b> | 2-3 | <b>HEDI Rating:</b> | E |
|---------------------|----------------------------------|--------------|-----------|---------------------|-----|---------------------|---|

**Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

|          |                                     |          |   |
|----------|-------------------------------------|----------|---|
| <b>X</b> | <b>5.2 Systems and partnerships</b> | <b>X</b> | <b>5.3 Vision for social and emotional developmental health</b> |
| <b>X</b> | <b>5.4 Safety</b>                   | <b>X</b> | <b>5.5 Use of data and student needs</b>                        |

**Annual Goal #4**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

The 2012-2013 attendance rate was 78.2 percent, as calculated by ATS for the 2012-2013 NYC Progress Report .By June 2014, the school attendance rate will be 83%, an increase of  5  %

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Academic and social/emotional support for all students is part of the design of the SLC, Students in the 3<sup>rd</sup> & 4<sup>th</sup> year will be provided with additional supports by St. John's University Gear-Up program. Special events, such as awards ceremonies will celebrate improvement in scholarship, attendance and student leadership.
2. Departmental and SLC Inquiry teams identify at-risk students and track progress for attendance. Diagnostics, mid-term and mid-year assessments are administered and student needing additional academic supports are identified. Support is provided through content area classes, SLC tutoring, Gear-Up, Saturday Academy, Extended Day, the AVID program and our ELT program.

3. Data indicated a need to support our young men of color in accessing interesting and challenging opportunities. A LICHS Young Men's Empowerment Initiative has been designed to enhance the participation of young men of color in both extra and co-curricular activities.
4. Common Core aligned instructional units that include multiple points of assessment, catch-up strategies, review, and application of the content to increase students' literacy skills across all areas have been developed. Teachers share instructional strategies during common planning time to increase inter-disciplinary connections.

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

1. All staff along with Gear-Up staff will support this activity
2. All teachers and staff participate in this activity
3. The AP/PPS, AP/ISS, Guidance Counselors, the majority of whom are Bilingual Spanish/English (dedicated by SLC), Two Parent Coordinators (One Bilingual Spanish), Social Workers and dedicated Attendance Teachers collaborated on designing and implementing the initiative for improving parental outreach to improve attendance and academic outcomes.
4. Teachers collaborate on designing effective strategies to support learning

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

1. Scholarship reports, and feedback from Gear-Up staff will indicate the impact of the program
2. Improved student progress toward credit accumulation will be evidenced by data on scholarship reports
3. Improved scholarship and credit accumulation for participating students will indicate success
4. Improved scholarship and credit accumulation for all students will correlate with increases in regular attendance data reports.

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

1. Ongoing SY 2013-14
2. Ongoing SY 2013-14
3. Ongoing SY 2013-14
4. Ongoing SY 2013-14

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

1. SLC structures have been created to support the attendance initiatives, including partnerships with the United Way (Global Kids) and St. John's University.
2. The whole school program is designed to enable teams to meet.
3. School wide intervention structures have been created to support the initiatives around attendance.
4. SLC structures have been created to support the initiatives around attendance improvement, including daily common planning time.

**Budget and Resource Alignment**

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

|          |                     |          |                 |  |                 |  |                  |  |                  |  |               |
|----------|---------------------|----------|-----------------|--|-----------------|--|------------------|--|------------------|--|---------------|
| <b>X</b> | <b>PF Set Aside</b> | <b>X</b> | <b>Tax Levy</b> |  | <b>Title IA</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Grants</b> |
|----------|---------------------|----------|-----------------|--|-----------------|--|------------------|--|------------------|--|---------------|

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

|          |   |  |                         |          |  |  |   |
|----------|---|--|-------------------------|----------|--|--|---|
|          | <b>PF AIS</b>                                     |  | <b>PF CTE</b>           | <b>X</b> | <b>PF College &amp; Career Readiness</b> |  | <b>PF Common Core</b>                             |
|          | <b>PF ELT</b>                                     |  | <b>PF Inquiry Teams</b> |          | <b>PF NYS Standards and Assessments</b>  |  | <b>PF Parent Engagement</b>                       |
| <b>X</b> | <b>PF Positive Behavioral Management Programs</b> |  |                         |          | <b>PF RTI</b>                            |  | <b>PF Supporting Great Teachers &amp; Leaders</b> |

**Goal and Action Plan #5 Family and Community Engagement (Tenet 6)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The school culture promotes partnerships where parents, community and staff work together toward student academic progress, social emotional growth and well-being. However, in seeking to engage families in their children's education, the school does not provide sufficient opportunities for parents to understand and interpret student progress data which limits student outcomes.

|                     |              |              |           |                     |     |                     |   |
|---------------------|--------------|--------------|-----------|---------------------|-----|---------------------|---|
| <b>Review Type:</b> | DTSDE Review | <b>Year:</b> | 2012-2013 | <b>Page Number:</b> | 2-3 | <b>HEDI Rating:</b> | D |
|---------------------|--------------|--------------|-----------|---------------------|-----|---------------------|---|

|                     |  |  |  |  |  |  |
|---------------------|--|--|--|--|--|--|
| (Debriefing Report) |  |  |  |  |  |  |
|---------------------|--|--|--|--|--|--|

**Tenet 6: Family and Community Engagement**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

|          |  |          |                                     |
|----------|--|----------|-------------------------------------|
| <b>X</b> | <b>6.2 Welcoming environment</b>             | <b>X</b> | <b>6.3 Reciprocal communication</b> |
| <b>X</b> | <b>6.4 Partnerships and responsibilities</b> | <b>X</b> | <b>6.5 Use of data and families</b> |

**Annual Goal #5**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 100% of staff members will be versed in the use of Jupiter Grades to communicate student progress data with parents on a regular basis in order to increase student outcomes as measured by School Survey.

**Strategies to Increase Parental Involvement and Engagement**

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

- Academic and social/emotional support for all students is part of the design of the SLC, All students in the SLCs will be provided with additional supports by St. John's University Gear-Up program. Special events, such as awards ceremonies will celebrate improvement in scholarship, attendance and student leadership.
- Departmental and SLC Inquiry teams identify at-risk students and track progress for attendance. Diagnostics, mid-term and mid-year assessments are administered and student needing additional academic supports are identified. Support is provided through content area classes, SLC tutoring, Gear-Up, Saturday Academy, Extended Day, the AVID program and our ELT program.

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

- All staff along with Gear-Up staff will support this activity
- All teachers and staff participate in this activity

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

- Scholarship reports, and feedback from dedicated SLC school staff will indicate the impact of the program.
- Improved student progress toward credit accumulation will be evidenced by data on scholarship reports

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

- Ongoing SY 2013-14
- Ongoing SY 2013-14

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

- SLC structures have been created to support the Jupiter Grade and Parental Involvement initiatives, including partnerships with the United Way (Global Kids) and St. John's University.
- The whole school program is designed to enable teams to meet, focusing on regular case conferencing with parents and other important community constituencies.

**Budget and Resource Alignment**

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

|          |                     |          |                 |                 |                  |                  |               |
|----------|---------------------|----------|-----------------|-----------------|------------------|------------------|---------------|
| <b>X</b> | <b>PF Set Aside</b> | <b>X</b> | <b>Tax Levy</b> | <b>Title IA</b> | <b>Title IIA</b> | <b>Title III</b> | <b>Grants</b> |
|----------|---------------------|----------|-----------------|-----------------|------------------|------------------|---------------|

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

|  |   |  |                         |  |  |          |   |
|--|---|--|-------------------------|--|--|----------|---|
|  | <b>PF AIS</b>                                     |  | <b>PF CTE</b>           |  | <b>PF College &amp; Career Readiness</b> |          | <b>PF Common Core</b>                             |
|  | <b>PF ELT</b>                                     |  | <b>PF Inquiry Teams</b> |  | <b>PF NYS Standards and Assessments</b>  | <b>X</b> | <b>PF Parent Engagement</b>                       |
|  | <b>PF Positive Behavioral Management Programs</b> |  |                         |  | <b>PF RTI</b>                            |          | <b>PF Supporting Great Teachers &amp; Leaders</b> |

## Expanded Learning Time (ELT) Program Description

### PRIORITY SCHOOLS ONLY

#### ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

#### **Program Goals**

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

50% of the student population will participate in 200 hours of extended learning time.

#### **Activities**

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

#### **A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.**

1. Our ELT program addresses the needs of the whole child. The multi-faceted plan incorporates nutritional, social, emotional and academic elements to support improved student achievement. Each component is designed to target the needs of a substantial population of our school. Participation in academic and sports clubs and teams enable the child to excel in areas of personal interest while each program addresses literacy strategies as well as Common Core aligned skills. Breakfast & Books and Lunch & Learn focus on Common Core aligned literacy skills individualized through the use of a skills based needs assessment to enable the students to succeed on the NYS ELA Regents examination. The use of technology is an integral part of the program. Timely feedback is provided to students and parents regarding student progress.

#### **B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.**

1. **English, ESL, Math, Science, Social Studies licensed teachers, Guidance Counselors, Social Workers, School Administrators, Cafeteria workers, Custodians, CBO partners from the Leadership Program, Urban Arts, Leap, Global Kids and St. Johns Gear Up.**

#### **C. Identify the target population to be served by the ELT program.**

1. ELT is offered to the entire student population. Regents preparation ELT assignments are targeted to students who have not fulfilled Regents requirements.

#### **Budget and Resource Alignment**

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

|   |                          |   |             |  |             |  |            |  |            |  |     |
|---|--------------------------|---|-------------|--|-------------|--|------------|--|------------|--|-----|
| X | 21 <sup>st</sup> Century | X | Tax Levy    |  | Title I SWP |  | Title I TA |  | Title I PF |  | C4E |
| X | Title III                | X | Title I SIG |  | PTA Funded  |  | Grants     |  | In Kind    |  |     |

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

#### **Community Partnerships**

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

#### **A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.**

The 21<sup>st</sup> Century Learning Afterschool Program provides afterschool clubs through three CBO's

#### **B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.**

The ELT program incorporating community partners is complementary in nature. After school clubs promote social emotional growth. Academic clubs focus on student achievement and passing scores on the Regents examination.

#### **ELT Program Narrative**

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

#### **A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.**

The ELT program at Long Island City HS is composed of Breakfast and Books, Lunch & Learn, extended day courses, Weekend Academy, 21<sup>st</sup> century afterschool clubs with regularly scheduled sessions, additional course such as double period classes, Advanced Placement Courses, College Now, and electives.

#### **B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.**

The ELT program at Long Island City HS ranges from breakfast and books to the Weekend Academy. Breakfast & Books begins period 0 through period 3 and allows student to enter the building early and catch up on assignments, use castle learning

software, which provides an individualized hands on tutorial system, receive tutoring from licensed teachers and peer tutors. During breaks, students can engage in a game of ping pong and socialize with their peers helping to promote social and emotional growth. A behavior support teacher is also assigned to assist with academic and social challenges. Participating students receive a passport that is stamped for every session. This passport can then be presented to subject class teachers for additional points. Lunch and Learn classes were created to specifically target students in grade 11 & 12 who scored between 45 and 64 on the ELA Regents. This scheduled 5 day academic intervention incorporates Castle Learning, Portfolio work for Part 3 Question #26 & #27 and a "Books to Movies" program. Teachers of this program update student progress on Jupiter Grades. Extended Day Learning courses are offered in Physical Education period 0 & 1 and in core areas after school periods 11 & 12. Student who previously failed a course can retake the course in extended day in order to earn credits towards graduation. The weekend academy is open to all students for an opportunity to catch up or be tutored in a specific subject. Students who are scheduled to take a Regents examination in January 2014 or who have previously failed a Regents exam are scheduled and mandated to attend. Teachers enter student progress onto the Jupiter Grading system to communicate with classroom teachers. After school scheduled clubs such as Rock Band, Drama, Cheer Squad and the Singing & Songwriting Club provide a safe environment for students to improve skills and take part in hands on learning activities. Participation in these clubs promote team building and social emotional growth.

**C. Describe how the ELT program will address the unique learning needs and interests of all students.**

The ELT program is staffed with licensed teachers in the core academic areas as well as special education, esl and physical education. The use of Castle Learning and peer tutors as well as small group instruction addresses the individualized needs of the participants.

|  |          |                  |  |                  |
|--|----------|------------------|--|------------------|
| <b>D. Are the additional hours mandatory or voluntary?</b> | <b>X</b> | <b>Mandatory</b> |  | <b>Voluntary</b> |
|--|----------|------------------|--|------------------|

**E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.**

n/a

**F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.**

Students targeted for Regents preparation are programmed and mandated to attend. Rosters of mandated students are distributed to SLC teams for additional support.

|  |  |            |          |           |
|--|--|------------|----------|-----------|
| <b>G. Are you using an ELT provider procured using the MTAC process?</b> |  | <b>Yes</b> | <b>X</b> | <b>No</b> |
|--|--|------------|----------|-----------|

**H. Describe how you are evaluating the impact of the ELT program on student achievement.**

All ELT programs have a progress reporting mechanism on Jupiter Grades. Classroom teachers will be able to track the progress and attendance students are making during extended time by logging on to their Jupiter Grades account. Impact on student achievement will be evaluated through marking period scholarship comparison analysis and participation in extended learning time opportunities. Impact on student achievement will also be evidenced in January 2014 overall passing rates on Regents examinations.

### 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***

| <b>Type of Academic Intervention Service (AIS)</b>  | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>  | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>  | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>  |
|---|--|---|---|
| <b>ELA</b>  | <ul style="list-style-type: none"> <li>• Breakfast &amp; Books</li> <li>• Lunch &amp; Learn</li> <li>• Extended Day</li> <li>• Saturday Academy</li> <li>• SLC Tutoring in ELA</li> </ul>          | <ul style="list-style-type: none"> <li>• Small group</li> <li>• On-line course</li> <li>• Classroom</li> <li>• Small group</li> <li>• Individualized</li> </ul> | <ul style="list-style-type: none"> <li>• Before the school day</li> <li>• During the school day</li> <li>• After the school day</li> <li>• After the school day</li> <li>• During the school day</li> </ul> |
| <b>Mathematics</b>  | <ul style="list-style-type: none"> <li>• Extended Day</li> <li>• AIS Math Class</li> <li>• Saturday Academy</li> <li>• SLC Tutoring in Math</li> </ul>   | <ul style="list-style-type: none"> <li>• Classroom</li> <li>• Small group</li> <li>• On-line course</li> <li>• Individualized</li> </ul>                        | <ul style="list-style-type: none"> <li>• During the school day</li> <li>• During the school day</li> <li>• After the school day</li> <li>• During the school day</li> </ul>                                 |
| <b>Science</b>  | <ul style="list-style-type: none"> <li>• Extended Day</li> <li>• Make-up Labs</li> <li>• Saturday Academy</li> <li>• SLC Tutoring in Science</li> </ul>  | <ul style="list-style-type: none"> <li>• Classroom</li> <li>• Small group</li> <li>• Small group</li> <li>• Individualized</li> </ul>                           | <ul style="list-style-type: none"> <li>• During the school day</li> <li>• During the school day</li> <li>• After the school day</li> <li>• During the school day</li> </ul>                                 |
| <b>Social Studies</b>   | <ul style="list-style-type: none"> <li>• Extended Day</li> <li>• Saturday Academy</li> <li>• SLC Tutoring in Social Studies</li> <li>• Global AIS Class</li> <li>• US History AIS Class</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom</li> <li>• Small group</li> <li>• On-line course</li> <li>• Small group</li> <li>• Individualized</li> </ul> | <ul style="list-style-type: none"> <li>• After the school day</li> <li>• After the school day</li> <li>• During the school day</li> <li>• During the school day</li> <li>• During the school day</li> </ul> |
| <b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b> | <ul style="list-style-type: none"> <li>• Achieve Now</li> <li>• Blended Learning</li> <li>• Group Counseling</li> </ul>  | <ul style="list-style-type: none"> <li>• Classroom</li> <li>• On-line course</li> <li>• Small group</li> </ul>  | <ul style="list-style-type: none"> <li>• During the school day</li> <li>• During the school day</li> <li>• During the school day</li> </ul>   |

**Title I Information Page (TIP)  
For School 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 *TA 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. |                                  |  |   |
| <b>X</b>   | <b>School Wide Program (SWP)</b> |  | <b>Targeted Assistance (TA) Schools</b> |
|  |                                  |  | <b>Non-Title I</b>                      |

**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.  |
| <p>Prior to hiring candidates, their credentials are verified by our Network's Human Resources Director to ensure that the candidate holds a valid NYS certification in that license area. The BEDS survey is reviewed by the Principal and the HR Director who work with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.</p> <p>Strategies and activities used to attract high-qualified teachers to our school include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Frequent communication with our Network HR Director when vacancies occur.</li> <li><input type="checkbox"/> Central Office of Talent and Recruitment partners with colleges and the Network HR Director partners with Central for assistance and guidance and for candidate referrals.</li> <li><input type="checkbox"/> Participating in Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited.</li> <li><input type="checkbox"/> Establishing a partnership with a local college to support the grooming of student teachers in our search of HQT candidates.</li> <li><input type="checkbox"/> Interviewing HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool.</li> <li><input type="checkbox"/> Establishing a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and New York State certification/licensing.</li> <li><input type="checkbox"/> Maintaining a teacher resource center and professional library to promote promising and effective practices.</li> <li><input type="checkbox"/> Teachers will be provided with curriculum maps, instructional resources and professional learning opportunities.</li> <li><input type="checkbox"/> Individualized PD plans are created for teachers to ensure continued improvement.</li> </ul> <p>In the very rare event, if a teacher's status was deemed not HQT, the principal would consult with the network HR Director for guidance to ensure that the non-HQT teacher will meet all required documentation and assessment deadlines. This may include some form of counseling, including encouraging the teacher to become HQT through the High Objective Uniform State Standard of Evaluation (HOUSSE) system.</p> |

**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).  |
| <p>HSTW Work Plan</p> <p>Leadership Coaching Support - Job-embedded support to address school needs with follow-up to summer retreat and focus on supporting teachers and leaders to implement the common core in classrooms.</p> <p>Professional Development to Improve Instruction: ELL/SPED/SS teachers working to improve instruction with Literacy Coach.</p> <p>NYC LDC Professional Development Collaboration: Joint workshop for schools in Queens. 8 sessions with full LDC team spread throughout the year.</p> <p>HSTW Assessment: Random sample of 60 seniors participate</p> <p>Participation in National Workshops - Four participants at selected SREB national workshops. Costs include air, hotel and registration. (May include Senior Transitions Course Training)</p> <p>CCLS Integrated Algebra</p> <p><b>Mathematics Department: Professional Development</b></p> |

|             |              |
|-------------|--------------|
| <b>Date</b> | <b>Topic</b> |
|-------------|--------------|

|  |   |
|--|---|
| 9/11   | Danielson Domains 2 & 3: Rubric & Best Practices  |
| 9/25   | Common Core Standards for Mathematical Practices: Using Appropriate Tools Strategically and Make sense of problems and persevere in solving them<br>Danielson Domains 2 & 3 |
| 10/2   | School Wide PD: Group Response Protocol   |
| 10/9   | Professional Development: School Wide Testing for PSAT  |
| 10/23  | Jupiter Grades, Curriculum & Assessment, Danielson Domains 1 & 4  |
| 10/25  | Scholarship Data Analysis, Catch Up Strategies, Danielson Domains 1 & 4   |
| 10/30  | Algebra Common Core Assessment and Rubrics  |
| 11/6   | Danielson Domain 3 with Ms. Selenikas   |
| 11/13  | Paired Lesson Sharing & Feedback  |
| 11/20  | Common Core Curriculum Lesson Analysis: Algebra Module 3, Geometry Module 1   |
| 11/27  | Data Analysis: Progress Report, Quality Review & Cohort Data  |
| 12/4   | Inter-Visitations: Engagement & Common Core Instructional Shifts  |
| 12/11  | Debrief of Inter-Visitations: Engagement & Common Core Instructional Shifts   |
| 12/18  | Debrief of Cluster 2 Mathematics Assistant Principal Visit (12/17)  |
| 01/08  | Measures of Teacher Practice: Artifacts & Outside Evidence Domains 1 & 4  |
| 01/15  | Data Analysis & Goal Setting  |
| 01/22  | Professional Development: School Wide Testing for Regents   |
| <b>February</b><br>Inter-Visitation/Debrief:<br>Assessment &<br>Common Core Standards for Mathematical Practice<br>Danielson: Domain 1                                       |   |
| <b>March</b><br>Data Analysis<br>Goal Setting<br>Danielson: Domain 4   |   |
| <b>April</b><br>Inter-Visitation/Debrief<br>Assessment & Engagement & Questioning and Discussion Integration<br>Artifact Review, Sharing and Feedback<br>Danielson: Domain 3 |   |
| <b>May</b><br>Geometry Common Core Curriculum<br>Revision of Curriculum Map<br>Model Lessons   |   |
| <b>June</b><br>Reflections of Data, Professional Development, Curriculum<br>Goal Setting for 2014-2015   |   |
| Ongoing:<br>Thursdays<br>Period 6  | Ninth Grade Common Core Algebra Study Group:<br>Lesson & Assessment Planning, Looking at Student work, Best Instructional Practices for Domain 3                            |

2013-2014

**ESL/WL Department Based Plan— Every other Wednesday Teacher Effectiveness Professional Development**

**Context:** The ESL/WL department's professional development focus this year is having teachers engage in productive professional development experiences around Teacher Effectiveness as the school implements *Advance* and the Common Core Learning Standards.

| Goal | What | When |
|------|------|------|
|------|------|------|

|  |   |   |
|--|---|---|
| Understand how the Danielson <i>Framework for Teaching</i> can be used to support professional development as part of the observation and feedback cycle. Understand how the Danielson <i>Framework for Teaching</i> can be used to support teacher practices and instruction. | <ul style="list-style-type: none"> <li>- Introduction of Danielson's <i>Framework for Teaching</i> Components (<b>LO 467</b>) <ul style="list-style-type: none"> <li>A. Reflecting on Good Teaching</li> <li>B. Examining the <i>Framework</i></li> <li>C. Taking Notes</li> <li>D. Align Evidence to the <i>Framework</i></li> </ul> </li> </ul> | 41 minutes every other Wednesday from September 11 <sup>th</sup> until October 30 <sup>th</sup> . |
| Identify possible artifacts that demonstrate Effective or Highly Effective practice in Domains 1 and 4 of the <i>Framework for Teaching</i> .  | Danielson Component Study Guides <ul style="list-style-type: none"> <li>- Component 1b: Demonstrating Knowledge of Students (<b>LO 598</b>—2 sessions)</li> <li>- Component 4a: Reflecting on Teaching (<b>LO 598</b>—2 sessions)</li> </ul>  | 41 minutes every other Wednesday from November 6 <sup>th</sup> until December 4 <sup>th</sup> .   |
| Engage meaningfully in the work of improving teacher practice through teacher reflection and development using the Framework for Teaching.   | <ul style="list-style-type: none"> <li>- Select a video from Danielson Framework for Teaching Component Studies to support examining Effective and Highly Effective practices in Domain 2 and 3 components (LO 598)</li> </ul>  | 41 minutes every other Wednesday from December 18 <sup>th</sup> until June 11 <sup>th</sup> .     |

**ESL/WL Department Based Plan— Every other Wednesday Department Professional Development**

Context: The ESL/WL department's professional development focus this year is having teachers engage in productive professional development experiences around the use of data to drive and inform instruction aligned to Teacher Effectiveness and the Common Core Learning Standards.

| <b>Goal</b>  | <b>What</b>  | <b>When</b>   |
|--|--|---|
| Understand how data from various sources allow teachers to inform instruction.                               | <ul style="list-style-type: none"> <li>- Presentation and discussion of how ARIS can help us demonstrate knowledge of our students.</li> <li>- Presentation and discussion of how to interpret ATS reports (RNMR, RESI, RLAT, RELC, RYOS, REDS) to inform instruction</li> </ul> | 41 minutes every other Wednesday from November 13 <sup>th</sup> until December 11 <sup>th</sup> . |
| Articulate how the instructional shifts in literacy will change what students and teachers do in classrooms. | Supporting teacher with instructional practices (i.e., Accessing Complex Texts, scaffolding instruction via graphic organizers, annotating text, key aspects of SIOP and QTEL, how to use Achieve3000 and English 3D resources)  | 41 minutes every other Wednesday from December 18 <sup>th</sup> until June 4 <sup>th</sup> .      |

**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.).

All funds are coordinated and consolidated at LICHS to maximize the integration of funding to provide multiple opportunities to provide all students with ELT as well as targeted AIS supports to students who have been identified to need Academic Intervention Services. This integration prioritizes compliance for students with IEPs and students identified as ELL.

**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.).

NA

**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.

Our schools' interdisciplinary MOSL committee, together with the Instructional Cabinet and SLC Leadership review, select and assess multiple measures that include the NYC Performance examinations in English, Mathematics and LE, together with the Regents examinations in English, Integrated Algebra, Global History, US History and Government and Living Environment to assess results and improve instruction through a system of benchmark, interim and culminating assessments.

**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.

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**Parent Involvement Policy (PIP) Template**

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 1<sup>st</sup> 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;
- 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;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**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.

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or 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;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**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 <b>30</b>                              | Borough <b>Queens</b> | School Number <b>450</b> |
| School Name <b>Long Island City High School</b> |                       |                          |

### 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 <b>Vivian Selenikas</b>                           | Assistant Principal <b>Ronny E. Rodríguez</b>            |
| Coach <b>Leonore Smith/ESL Lead Teacher</b>                 | Coach <b>Halina Miltakis/Lead Teacher</b>                |
| ESL Teacher <b>Leonore smith</b>                            | Guidance Counselor <b>Cindy Orbegoso</b>                 |
| Teacher/Subject Area <b>Fernando Villegas/LAB-BESIS</b>     | Parent <b>Anita O'Brien/ PTA President</b>               |
| Teacher/Subject Area <b>María Rodríguez/AP Science</b>      | Parent Coordinator <b>Crisa Ignatiadis/MichellePerez</b> |
| Related Service Provider <b>Leonard Brief/AP ISS</b>        | Other <b>Margie Schikman/AP Soc. Std.</b>                |
| Network Leader(Only if working with the LAP team) <b>NA</b> | Other  |

### C. Teacher Qualifications

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

|   |          |  |           |  |          |
|---|----------|--|-----------|--|----------|
| Number of certified ESL teachers currently teaching in the ESL program.           | <b>9</b> | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program                                  | <b>1</b>  | Number of teachers who hold both content area and ESL certification          | <b>0</b> |
| Number of certified bilingual teachers currently teaching in a bilingual program  | <b>1</b> | Number of certified NLA/foreign language teachers  | <b>13</b> | Number of teachers who hold both a bilingual extension and ESL certification | <b>0</b> |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | <b>0</b> | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | <b>0</b>  | Number of special education teachers with bilingual extensions               | <b>1</b> |

### D. Student Demographics

|  |             |                      |            |   |               |
|--|-------------|----------------------|------------|---|---------------|
| Total number of students in school (Excluding Pre-K) | <b>2523</b> | Total number of ELLs | <b>346</b> | ELLs as share of total student population (%) | <b>13.71%</b> |
|--|-------------|----------------------|------------|---|---------------|

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

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

| ELL Program Breakdown   |   |   |   |   |   |   |   |   |   |   |    |    |    |         |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|---------|
|   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| <b>Transitional Bilingual Education</b><br><small>(60%:40% → 50%:50% → 75%:25%)</small> |   |   |   |   |   |   |   |   |   | 2 | 3  | 2  | 3  | 10      |
| <b>Dual Language</b><br><small>(50%:50%)</small>  |   |   |   |   |   |   |   |   |   | 0 | 0  | 0  | 0  | 0       |
| <b>Freestanding ESL</b>   |   |   |   |   |   |   |   |   |   |   |    |    |    |         |
| self-contained  |   |   |   |   |   |   |   |   |   | 4 | 4  | 4  | 4  | 16      |
| Push-In   |   |   |   |   |   |   |   |   |   | 2 |    |    |    | 2       |
| <b>Total</b>  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 7  | 6  | 7  | 28      |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |     |  |     |                                |     |
|-----------------------------|-----|--|-----|--------------------------------|-----|
| All ELLs                    | 346 | Newcomers (ELLs receiving service 0-3 years) | 159 | ELL Students with Disabilities | 86  |
| SIFE                        | 39  | ELLs receiving service 4-6 years             | 78  | Long-Term (completed 6+ years) | 109 |

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           | 50  | 4    | 0   | 14  | 2    | 1   | 7   | 2    | 3   | 71    |
| Dual Language | 0   | 0    | 0   | 0   | 0    | 0   | 0   | 0    | 0   | 0     |
| ESL           | 109 | 12   | 4   | 64  | 13   | 15  | 102 | 6    | 63  | 275   |
| Total         | 159 | 16   | 4   | 78  | 15   | 16  | 109 | 8    | 66  | 346   |

Number of ELLs who have an alternate placement paraprofessional: 4

### C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education               |          |          |          |          |          |          |          |          |          |           |           |           |           |           |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|-----------|-----------|
| Number of ELLs by Grade in Each Language Group |          |          |          |          |          |          |          |          |          |           |           |           |           |           |
|  | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9         | 10        | 11        | 12        | TOTAL     |
| Spanish  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 22        | 16        | 19        | 14        | 71        |
| SELECT ONE                                     |          |          |          |          |          |          |          |          |          |           |           |           |           | 0         |
| SELECT ONE                                     |          |          |          |          |          |          |          |          |          |           |           |           |           | 0         |
| <b>TOTAL</b>                                   | <b>0</b> | <b>22</b> | <b>16</b> | <b>19</b> | <b>14</b> | <b>71</b> |

\*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       |
| SELECT ONE                                     |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| SELECT ONE                                     |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| SELECT ONE                                     |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

| Dual Language (ELLs/EPs)                       |     |    |     |    |     |    |     |    |       |    |
|--|-----|----|-----|----|-----|----|-----|----|-------|----|
| 9-12   |     |    |     |    |     |    |     |    |       |    |
| Number of ELLs by Grade in Each Language Group |     |    |     |    |     |    |     |    |       |    |
|  | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |
|  | ELL | EP | 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 |
| <b>TOTAL</b> | 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      |          |          |          |          |          |          |          |          |          | 89         | 63        | 38        | 38        | <b>228</b> |
| Chinese      |          |          |          |          |          |          |          |          |          | 2          | 4         | 2         | 3         | <b>11</b>  |
| Russian      |          |          |          |          |          |          |          |          |          | 0          | 0         | 0         | 0         | <b>0</b>   |
| Bengali      |          |          |          |          |          |          |          |          |          | 11         | 12        | 7         | 11        | <b>41</b>  |
| Urdu         |          |          |          |          |          |          |          |          |          | 4          | 1         | 2         | 3         | <b>10</b>  |
| Arabic       |          |          |          |          |          |          |          |          |          | 11         | 6         | 6         | 4         | <b>27</b>  |
| Haitian      |          |          |          |          |          |          |          |          |          | 0          | 0         | 0         | 0         | <b>0</b>   |
| French       |          |          |          |          |          |          |          |          |          | 0          | 0         | 0         | 0         | <b>0</b>   |
| Korean       |          |          |          |          |          |          |          |          |          | 0          | 0         | 0         | 0         | <b>0</b>   |
| Punjabi      |          |          |          |          |          |          |          |          |          | 0          | 0         | 0         | 0         | <b>0</b>   |
| Polish       |          |          |          |          |          |          |          |          |          | 0          | 0         | 0         | 0         | <b>0</b>   |
| Albanian     |          |          |          |          |          |          |          |          |          | 0          | 0         | 4         | 0         | <b>4</b>   |
| Other        |          |          |          |          |          |          |          |          |          | 6          | 6         | 6         | 7         | <b>25</b>  |
| <b>TOTAL</b> | <b>0</b> | <b>123</b> | <b>92</b> | <b>65</b> | <b>66</b> | <b>346</b> |

## 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) |   |   |   |   |   |   |   |   |   | 29 | 11 | 9  | 4  | <b>53</b> |

| 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)   |   |   |   |   |   |   |   |   |   | 30  | 32 | 28 | 26 | 116   |
| Advanced (A)  |   |   |   |   |   |   |   |   |   | 64  | 49 | 28 | 36 | 177   |
| Total   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 123 | 92 | 65 | 66 | 346   |

| NYSESLAT Modality Analysis |                   |   |   |   |   |   |   |   |   |   |   |    |    |    |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate         | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING        | B                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                            | I                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                            | A                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                            | P                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
| READING/ WRITING           | B                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                            | I                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                            | A                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                            | P                 |   |   |   |   |   |   |   |   |   |   |    |    |    |

| 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        | 184                        | 0               | 27                          | 0               |
| Integrated Algebra           | 154                        | 25              | 63                          | 8               |
| Geometry                     | 78                         | 0               | 18                          | 0               |
| Algebra 2/Trigonometry       | 11                         | 0               | 5                           | 0               |
| Math                         |                            |                 |                             |                 |
| Biology                      | 0                          | 0               | 0                           | 0               |
| Chemistry                    | 16                         | 0               | 3                           | 0               |
| Earth Science                | 65                         | 20              | 0                           | 0               |
| Living Environment           | 116                        | 14              | 22                          | 0               |
| Physics                      | 0                          | 0               | 0                           | 0               |
| Global History and Geography | 109                        | 17              | 21                          | 5               |
| US History and Government    | 77                         | 19              | 18                          | 2               |
| Foreign Language             |                            |                 |                             |                 |
| Other                        |                            |                 |                             |                 |
| Other                        |                            |                 |                             |                 |
| NYSAA ELA                    | 0                          | 0               | 0                           | 0               |
| NYSAA Mathematics            | 0                          | 0               | 0                           | 0               |
| NYSAA Social Studies         | 0                          | 0               | 0                           | 0               |
| NYSAA Science                | 0                          | 0               | 0                           | 0               |

| Native Language Tests      |   |                        |                        |                        |   |                        |                        |                        |
|----------------------------|---|------------------------|------------------------|------------------------|---|------------------------|------------------------|------------------------|
|                            | # of ELLs scoring at each quartile (based on percentiles) |                        |                        |                        | # of EPs (dual lang only) scoring at each quartile (based on percentiles) |                        |                        |                        |
|                            | Q1<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile   | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) | 12  | 30                     | 26                     | 20                     | 0   | 0                      | 0                      | 0                      |
| Chinese Reading Test       | 0   | 0                      | 0                      | 0                      | 0   | 0                      | 0                      | 0                      |

## 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.

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Based on enrollment data until December 18, 2013, there were 38 new admits who were eligible for LAB-R testing. Of those 38 students, 10 scored above the cut-off for ELL services. The other 28 students were spread across the three proficiency levels: 5 Beginners, 13 Intermediate and 10 Advanced. However, we have found that the LAB-R scores are not necessarily aligned with the NYSESLAT scores. For example, there had been cases where new admits scored at the intermediate or advanced level of proficiency on the LAB-R but have difficulty performing in those classes. We have programmed such students to the class they are supposed to be based on their LAB-R score and added an additional period of Beginner ESL where the teacher is to work with the students to provide them with basic interpersonal communication skills and meet their linguistic needs. According to the 2013 NYSESLAT, 86 students scored proficient, 186 scored Advanced, 125 scored Intermediate, and 36 scored Beginner.
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](#))

Based on data up to December 18, 2013, the highest number of ELLs at LICHS scored at the Advanced level of proficiency than any other proficiency level (177 Advanced vs. 116 Intermediate and 53 Beginners). This seems to indicate that we are effective at moving students from beginning to intermediate and intermediate to advanced levels of proficiency. Furthermore, the data from the RNMR, modality NYSESLAT report and the RESI report that is inputted in the AMAO tool shows that our ELLs are much more likely to be proficient or advanced in Listening and Speaking than they are in Reading and Writing. In addition, 54% of our ELLs have received ESL services for more than four years. 23% of our ELL population is composed of ELLs receiving services for four years to six years and 32% of our ELLs have been receiving services for more than six years (long-term ELLs). Since the data shows that our students are likely to need literacy development, we have identified specific reading and writing strategies that we believe will help move our students to grade level work in English. This year we have decided to continue the use of three specific literary strategies for the school year: MEAL (Main idea, Evidence, Analysis, Link) paragraphs, Read to Write (R2W) text coding and IPAD (identify Purpose, Annotate, and Draw conclusions). In addition, starting in the 2012-2013 academic school year we added reading-to-learn strategies, critical reading skills, and the Literacy Design Collaborative module models for lesson development aligned to the City-Wide Instructional Expectations and Common Core Learning Standards in writing and reading. Also, all ESL teachers have received 21 hours of professional development on the English 3D program for LTEs from Scholastic. We are optimistic that these initiatives will result in improved language acquisition and literacy and overall academic achievement for all our ELLs, especially those receiving services for four or more years.

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. For the June 2013 Regents results in ELA, Global Studies, U.S. history, Living Environment, Earth Science, and Geometry show that less than one third of the students taking those exams pass them. These results indicate that our students have difficulty attaining a passing score on the Regents they take during the first two years of high school. For this reason, LICHS has decided to provide intense targeted academic intervention for all ELLs taking the ELA, Global Studies, U.S. History, Living Environment, and Algebra Regents in both the January and June Regents administrations. This is possible by offering the Title III ELL Saturday Academy from November to June. In order to increase the ELLs passing rates in U.S. History and Geometry, U.S History and Geometry classes are also offered in the ELL Saturday Academy. In addition, LICHS provides added support to ELLs by providing push-in ESL teacher support in tenth grade Long-term-ELL Global History class, ninth grade Long-Term-ELL U.S. History class, and the ELL Geometry class. During the 2012-2013 academic school year ELLs who took Regents exams in their native language did not outperformed ELLs who took the Regents exam in English in four out of five exams. Students taking the exam in their native language had lower passing rates in Algebra (32% vs. 41%), Living Environment Regents (0% vs. 19%), and US History (11% vs. 23%). However, on the Global Studies, ELLs taking the exam in their native language outperformed ELLs taking it in English (29% to 19%). We do not believe that ELLs would not do well when using the native language version of the Regents in future administrations. Research states that the more native language support we can give

ELLs, the better they would do in content areas that require literacy; thus, LICHS will continue providing native language support to all ELLs in content area classes. LICHS will continue to offer students both the English and available native language versions of the Regents in all administrations. Also, we will continue to provide students with available bilingual glossaries and bilingual word-to-word dictionaries during class and during the administration of Regents examinations as allowed by NYSED. In addition, LICHS has opted to offer students double time accommodation for all Regents Examinations to all ESL students as permitted by NYSED.

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

C. Starting in the 2013-2014 academic school year, ESL teachers will take a closer look at the data reported on the ELL Periodic assessment and engage all teachers of ELLs in inquiry work of item analysis to inform instruction across the curriculum. Data from the May 2013 administration of the ELE (Examen the Lectura en Español) assessment reveals that 52% of our Spanish speaking ELLs read between the 51st and 99th percentile in their home language. Also, although 48% of these students fall between the 1st and 50th percentile, only 13% read below the 25<sup>th</sup> percentile. These figures indicate the need to continue providing native language support to our Spanish speaking ELLs. We believe that strengthening students' native language reading skills will allow them to transfer those skills into the language they are learning, in this case English. In addition, in order to support students' native language in the classroom, we provide bilingual dictionaries and bilingual glossaries in the core content area classes.

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.](#))

NA

6. How do you make sure that a child's second language development is considered in instructional decisions?

In order to make sure that our ELLs acquire content knowledge while developing second language skills, LICHS has managed to ensure that all ELLs have equal access to the same academic opportunities the school has to offer. To ensure that ELLs second language development is considered in the SCL structure, LICHS has the Global Languages SLC which focuses on developing students' home and second language abilities. Due to compliance demands, The Global Languages SLC, not the Freshman SLC, houses all beginner ELLs as well as all ninth grade ELLs. Ninth grade ELLs have the opportunity to select membership to a different SLC for the rest of their high school years in the spring. The Global Languages SLC currently offers its students two bilingual guidance counselors. Intermediate and Advanced ELLs also have access to the other SLCs in the building. For example, there are 313 ELLs in the Global Languages SLC, there are 26 ELLs in the Broadway Productions and Urban Cultures SLC, 8 ELLs in the Wellness and Future Educators SLC, 11 ELLs in the Culinary and Hotel and Management SLC, and 8 ELLs are in the Achieve Now (5) and LEAP (3).

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

LICHS does not offer a DL program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Twenty-four percent of our ELLs scored proficient on the 2013 CCLS NYSESLAT administration compared to 15% on the 2012 NYSESLAT administration. This speaks to our ability to transition ELLs to Former ELLs. Unfortunately, there is an obvious need to improve our preparation of ELLs for the Regents exams required for graduation: ELA, Algebra, Global History, US History, and Living Environment. Because these exams have enormous literacy demands, these results align with the NYSESLAT data which shows that our students need to further develop their reading and writing skills. We are taking a number of steps we have identified as likely to move students in these areas. All teachers of ELLs, including content teachers, receive intensive professional development on ESL strategies on how to address the needs of this at risk student subgroup via training from HTW, Scholastic, Lead Teachers, UFT Teacher Center Teacher, and ESL and content area Assistant Principals. Instructional strategies and materials to provide access to academic content areas and accelerate English language development to ELLs include Milestones series, English 3D program for LTEs, RIGOR program for SIFE, classroom libraries, iPads, netbooks, audiobooks, and teacher created materials. Content area teachers are provided with grade level appropriate supports such as content materials either written specifically for ELLs (English 3D and RIGOR) or that provide appropriate ELL scaffold (DK Eyewitness Books), and audiobooks via the iPad. In addition, new curriculum mapping of all ESL courses and argumentation units will be implemented in the 2013-2014 academic school year. The

LICHS community is very optimistic that after putting all the above mentioned initiatives in place, ELLs will be successful both in their English language acquisition and their academic achievement reflected in credit accumulation and passing scores on Regents examinations necessary to make adequate yearly progress.

## 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](#).)  
When the parents of first-time admits come into the school to register their child, the pupils accounting secretary, Calo Downing, alerts the LAB/BESIS coordinator that a Home Language Survey (HLIS) must be completed. The LAB/BESIS coordinator, Fernando Villegas, a certified Math teacher with training and experience in ESL and Spanish bilingual populations, conducts the process of administering the HLIS in the parent's preferred language. As per the DOE Assessment Memorandum #2, 2013-2014, eligibility for the LAB-R, or starting February 1, 2014, the NYSITELL, is determined by the responses to the HLIS survey and an informal interview. Mr. Villegas conducts the informal interview based on the parent's responses to the HLIS questions. As a result of this interview, Mr. Villegas determines if the student is eligible for LAB-R or NYSITELL testing and in addition, if it is appropriate to administer the SIFE oral interview. Then, he completes the school staff related sections of that document and signs it. The LAB-R or NYSITELL is administered to students with a home language other than English within the first ten days of initial enrollment. In addition, if the home language is Spanish, the student also takes the Spanish LAB exam. The Spanish LAB listening section and the instructions for the writing part of the test have been recorded on a CD by licensed Spanish teacher, Myrian Agudelo. The LAB/BESIS coordinator plays the recording for students as they take the Spanish LAB. Both the Spanish LAB and LAB-R are hand scored and these scores are kept on file. If the student is entitled to services, the parent is given an orientation session immediately after the LAB-R or NYSITELL is hand scored. As part of the orientation, he or she watches the informational video in his or her preferred language and receives the Guide for Parents of English Language Learners, also in his or her preferred language. Because of low response rate to the invitation via direct mail and backpacked letters in their preferred languages to attend afternoon and evening orientation sessions prior to September 7, 2012, we have modified the system to provide parents with same-day orientations. As part of the orientation, the LAB/BESIS coordinator answers questions about the different programs available in English and Spanish. If the parents require interpretation into another language, the following school staff members support Mr. Villegas: Arabic (Riham Gendy, paraprofessional), Bengali (Tripti Biswas, paraprofessional), Hindi (Ms. Shah, math teacher), French (Veronica Nigai, school aide), Spanish (Ms. Perez, bilingual parent coordinator; Lucia Prete, school secretary; Nidia Cedillo, paraprofessional), Urdu (Raj Chadha, paraprofessional). These staff members interpret for Mr. Villegas who is responsible for the content of the conversation. In the event we do not have a staff member that speaks the language of a parent, the DOE's interpretation and translation hotline is a resource we would make available to ensure parents make an informed decision about program options in the language they fully understand. As part of the orientation, Mr. Villegas informs parents of their rights and responsibilities as parents of ELLs. Finally, the parent completes the Parent Survey and Program Selection Form and receives a letter of entitlement and a letter of placement. Identification and testing happen on the day that the student registers; therefore, all students are identified and tested within ten days. As mentioned above, parents are strongly encouraged to stay for the New Parent Orientation session the same day. However, parents who are not available to stay are invited to an orientation session on a later date via direct mail. Students are also given copies of the invitations to bring home to their parents. These invitations are in the family's home language. Paste response to question here:
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.  
As mentioned before, Parents view the informational video, are given the Guide for Parents of English Language Learners, and have additional information provided to them by the LAB/BESIS coordinator as requested. Parents that do not choose one of the

programs that we currently offer, free standing ESL or Spanish TBE, receive assistance from the LAB/BESIS coordinator, Mr. Villegas, in contacting the enrollment office in order to find a school that offers the program of their choice.

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](#)].)

Since we hold the Parent Orientation on the same day as student testing, the LAB/BESIS coordinator, Mr. Villegas, gives the entitlement letter to parents by hand the same day as the hand scoring of the LAB-R exam. Mr. Villegas also collects the Parent Survey and Program Selection Form that same day which are placed in a binder for permanent records in room 121b. He then generates the placement letter and gives it to the parents by hand. All new admits identified as entitled via LAB-R testing have returned the Program Selection Form. If a student in the Spanish TBE does not have a Program Selection Form on file, the school understands that the default program is TBE. Mr. Villegas also mails continued entitlement letters to all ELLs who do not score proficient on the NYSESLAT and if parents of TBE ELLs do not request a change in program selection, TBE remains the default program.

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.

Once a student is identified as an ELL, parents receive information about program options for their child. The LAB/BESIS coordinator, Mr. Villegas, makes sure that a trained staff member communicates with the parents in their preferred language (see list of staff members and their certifications in our response to question 1). In the event we do not have a staff member that speaks the language of parents, the DOE's translation and interpretation hotline is a resource we would make available to ensure parents make an informed decision about program options in the language they fully understand. Parents are always informed that they have the right to choose any of the three program options regardless of whether or not it is currently being offered at LICHS. Parents who choose Free-standing ESL or a Spanish TBE program as the program for their child, are accommodated immediately. Parents who request DL or TBE in a language other than Spanish, are informed of their rights to these programs in terms of 1) the number of students we would need at this school to open a program and 2) their right to transfer to another school in the New York City which offers the program they have selected. So far, in the 2013-2014 school year, all parents of new admits have selected to remain at LICHS. After the Parent Selection form is completed, Mr. Villegas generates the placement letter in the parent's preferred language and delivers it by hand. A copy of the placement letter, the Parent Selection form, and a copy of the mailed continued entitlement letter are placed in a binder for permanent records in room 121b. In order to ensure newly admitted students parental choice is entered on the ELPC screen in ATS within twenty days, Mr. Villegas updates the ELPC screen immediately after the parent leaves the building.

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.

Every spring, the NYSESLAT exam is administered to all ELLs at LICHS. The school uses the RLER report in ATS to identify which students are eligible for testing. Before the testing window opens, parents are informed of the testing process and dates by both phone master and written communication (via direct mail). ESL teachers are responsible for administering the speaking test to students and for alerting the LAB-BESIS coordinator, Mr. Villegas, if a student has not been tested during the first two weeks of the testing period. The other three sections of the exam, Listening, Reading, and Writing, are administered by the ESL teacher in the ESL classroom. School-wide make-up tests are conducted by licensed ESL teachers for students who missed the classroom administration of these sections. In 2012-2013, 87% of our ELLs completed all four sections of the NYSESLAT.

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 Parent Survey and Program Selection forms for the last five academic years, we have found that more than half of the parents have been selecting Freestanding ESL over TBE. In 2013-2014, out of the 20 over-the-counter students we have admitted until November 14, 2013, 4 of them have selected free standing ESL, 16 selected TBE, and 0 selected DL. In 2012-13, out of the 48 over-the-counter students we admitted, 31 selected ESL and 16 selected TBE, and one of them selected DL. In 2011-2012, out of the 33 over-the-counter admits, 25 chose ESL and 8 chose TBE. In 2009-2010 out of the 78 over-the-counter admits, 51 chose ESL and 27 chose TBE. In 2008-2009 there were 87 over-the-counter admits, 52 chose ESL and 35 chose TBE. The program models offered at our school are fully aligned with parent requests. Currently we offer a TBE program in Spanish. For parents who request TBE or DL programs in a home language other than Spanish, we inform them that they have the right to transfer their child to a school that offers the program they selected. If they decide to keep their child with us, we maintain their program selection on file and each year check the program selection requests for each home language at each grade level. In the

2013-2014 school year, all parents who selected TBE programs in languages we do not offer, or DL in any language, elected to keep their children at LICHS in the freestanding ESL program. In order to build alignment between parent choice and program offerings, we use an Excel file to monitor the parent requests and the number of speakers of each language, at each grade level so that we would immediately become aware if we have a group of twenty or more speakers of the same language at the same grade level. For example, we currently have 28 Arabic-speakers in the school, but only 9 of them are in the 9th grade, 6 of them are in the 10th grade, 7 of them are in the 11th grade, and 6 of them are in the 12th grade, thus we do not have the number of students necessary to offer a TBE program in Arabic. In the 2013-2014 school year, all parents who have selected TBE programs in languages we do not offer, or DL in any language, elected to keep their children at LICHS in the freestanding ESL program.

## Part V: ELL Programming

### 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])?
    - A. ESL classes are self-contained and students are programmed according to NYSESLAT or LAB-R proficiency level Beginner, Intermediate, or Advanced. ESL is its own department, with eight teachers and an assistant principal who oversees all of the school's ESL students. LICHS also offers a double period Beginner-Intermediate SIFE class. In addition to the self-contained ESL classes and the SIFE classes offered, three ESL teachers push-in to content area classes for ELLs. We currently have ESL teachers pushing-in to our 9th grade Long-Term-ELL U.S. History class, ELL Geometry class, and 10<sup>th</sup> grade Long-Term-ELL Global History class.
    - B. Students are programmed for ESL classes by proficiency level. For example, The Beginning ESL classes ESN11Q1 contain 9th, 10th, 11th, and 12th graders. The same applies for the Intermediate ESL ESN11Q2 classes and the Advanced ESL ESN11Q3 classes. We also offer a self-contained Beginner/Intermediate ESL class (ESN11Q1/ESN11Q2) and ICT Beginner, Intermediate, and Advanced ESL classes. We have four licensed special education teachers (Ms. Gozzi, Ms. Murillo, Mrs. Kambosoulis, and Mr. Mackenzie) who team-teach in one of the double or triple period ESL classes. In addition, we offer a Beginner/Intermediate SIFE class. However, students are always programmed to meet compliance in terms of the number of minutes of ESL instruction per week. For the TBE classes, students are mixed heterogeneously in terms of English proficiency. For example, the bilingual US history class (HUN11QF) is composed of all students whose home language is Spanish but may include students with beginning, intermediate and advanced English proficiencies.
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)?

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

Beginner, Intermediate, and Advanced students ELLs, as well as former ELLs still eligible for support who request it, receive sheltered ESL content area classes in math, science and social studies. In the Spanish TBE program, students receive their math, science and social studies classes in a Spanish/English bilingual model. In these TBE classes, the students' proficiency abilities determine the percentage of instruction in each language and therefore a good deal of differentiation is employed. In both programs, teachers have training in QTEL and SIOP, support from lead teachers, and access to text books and other materials such as bilingual libraries on a variety of levels to facilitate differentiation. In addition, ESL classes include instruction designed to improve achievement in the content areas. For example, the use of the Milestones textbook in ESL classes gives ESL teachers the opportunity to teach and reinforce non-fiction and content area reading and writing strategies. Since the 2012-2013 school year, the Common Core Learning Standards aligned instructional units require students to ground reading, writing, and argumentation in evidence from texts in ESL, Social Studies, and Science classes.

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

Spanish-speaking students are administered the Spanish LAB as part of the in-take process. In addition to the LAB-R and Spanish LAB exams, LICHS has a brief placement test for new admits that includes a section where we ask students for writing samples in both their native language and English. If this sample leads us to suspect that there are literacy or learning difficulties, we follow up using either school staff member who speaks the home language of the student or the DOE translation and

Interpretation hotline in order to assure that students with additional needs receive additional services. Also, students in Spanish NLA classes take a baseline writing assessment to measure students' writing progress. In addition, 9th and 10th graders in Spanish NLA classes take the ELE in the spring while 11th and 12th graders take the Spanish LOTE exam or the AP Spanish Language or Literature exams.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? LICHS will ensure that ELLs are appropriately in all four modalities of English acquisition throughout the year by administering the ELL periodic assessment. In addition, ESL teachers also administer teacher made diagnostics created in common planning time to assess students' reading, writing, listening and speaking progress. We use Pearsons' ITA assessment, ELA Regents type assessments, and marking period reading assessments in literature and informational texts to assess our ELLs reading progress. In addition, students also take Achieve3000 lexile assessments three times a year. We assess our ELLs writing progress by engaging students in writing to learn tasks as well as ELA Regents type prompts. We assess our ELLs listening by using Pearson's ELL periodic assessment, ELA Regents like listening tasks, in-class read aloud activities, and note-taking activities. We assess our ELLs speaking by offering students the opportunity to engage in oral presentations, book talks, and turn-and-talk in-class discussion activities.
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 served by the school's Freestanding ESL and TBE programs and receive additional services through the Office of English Language Learners (OELL) SIFE-Long Term ELL grant. These services include peer-tutoring, Saturday Academy, afterschool NLA and ESL support, and cultural excursions. In addition, LICHS offers a triple period Beginner SIFE class and a double period Intermediate SIFE class where students receive instruction to accelerate academic skills as well as English language acquisition. Teachers of SIFE students are supported by providing them with intensive professional development and materials specifically designed for this ELL subgroup. Teachers of SIFE ELLs receive training on the RIGOR program and how to integrate the use of iPads in SIFE classrooms. Instructional tutoring is available to all students during SLC tutoring periods and SIFE students frequently make use of this service.

B. Newcomers present a particular challenge at the high school level because while these students need to learn communicative English and basic vocabulary, at the same time they need to be doing grade level work in their content area classes in order to stay on track for graduation. We offer our newcomers additional services such as peer-tutoring, ELL Saturday Academy, and NLA and ESL support via Strengthening Bilingual Programs grant. We also infuse the ESL class with content strategies while at the same time providing multiple scaffolds and supports in the content classes. Teachers of ELLs receive ongoing professional development on ESL strategies from High Schools that Work (HTW), Scholastic, Lead Teachers, UFT Teacher Center Teacher, and ESL and content area Assistant Principals.

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

D. Since the most common reason for students to be in the long term ELL category is that they are not reading and writing on grade level in English, we have decided to continue the use of three specific literary strategies for this academic school year: MEAL (Main idea, Evidence, Analysis, Link) paragraphs, Read to Write (R2W) text coding and IPAD (identify Purpose, Annotate and Draw conclusions). This year we are adding the reading-to-learn strategies, critical reading skills, and the Literacy Design Collaborative module models for lesson development aligned to the City-Wide Instructional Expectations and Common Core State Standards in writing and reading. We are optimistic that the current initiatives put in place this year, will result in improved language acquisition and literacy for our ELLs receiving services for more than 6 years. In addition, we created a 9th grade section of U.S. History and a section of 10<sup>th</sup> grade Global History where a licensed ESL teacher pushes-in to provide the support in vocabulary development and writing LTEs need. We will utilize SIFE-LTE grant funds to cover the cost of the ESL push-in support in these two classes.

E. We continue providing all ELL testing accommodations (double time, translated edition of available assessments, bilingual interpreter for low incidence languages such as Arabic and Bengali, separate location, bilingual glossary, bilingual word for word dictionary, third read on listening passages) to all former ELLs in year one and year two after testing proficient on the NYSESLAT. We

also invite year one and two former ELLs to participate in ELL Saturday Academy and other programs offered to ELLs always ensuring that current ELLs receive mandated services.

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?

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

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?

At LICHS ELL-SWDs are served in the least restrictive environment. This year we have all of our ELL-SWDs in team-taught (ICT) ESL classes. The criteria for placing ELL-SWDs in ICT classes is governed by students' individualized educational plans (IEPs). Also, students' IEPs govern programming of classes not specifically specified to be ICT or SC. For most students, but not all, this means that they take their core classes, math, science, social studies, and ESL/ELA in a supported model and are mainstreamed for native language arts and/or foreign language and electives. However, there are exceptions based on IEP specifications. For example, certain ELL-SWDs required adaptive Physical Education classes while other students are mainstreamed. We also offer a self-contained double period class for NYSSA and struggling self-contained ELLs. All programming decisions for ELL-SWDs are made keeping in mind the best possible way to meet students' IEP goals.

**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                    |                    |                            |
| Social Studies:       | Spanish and English        |                    |                            |
| Math:                 | Spanish and English        |                    |                            |
| Science:              | Spanish and English        |                    |                            |
|                       |                            |                    |                            |
|                       |                            |                    |                            |
|                       |                            |                    |                            |
|                       |                            |                    |                            |

**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 |

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

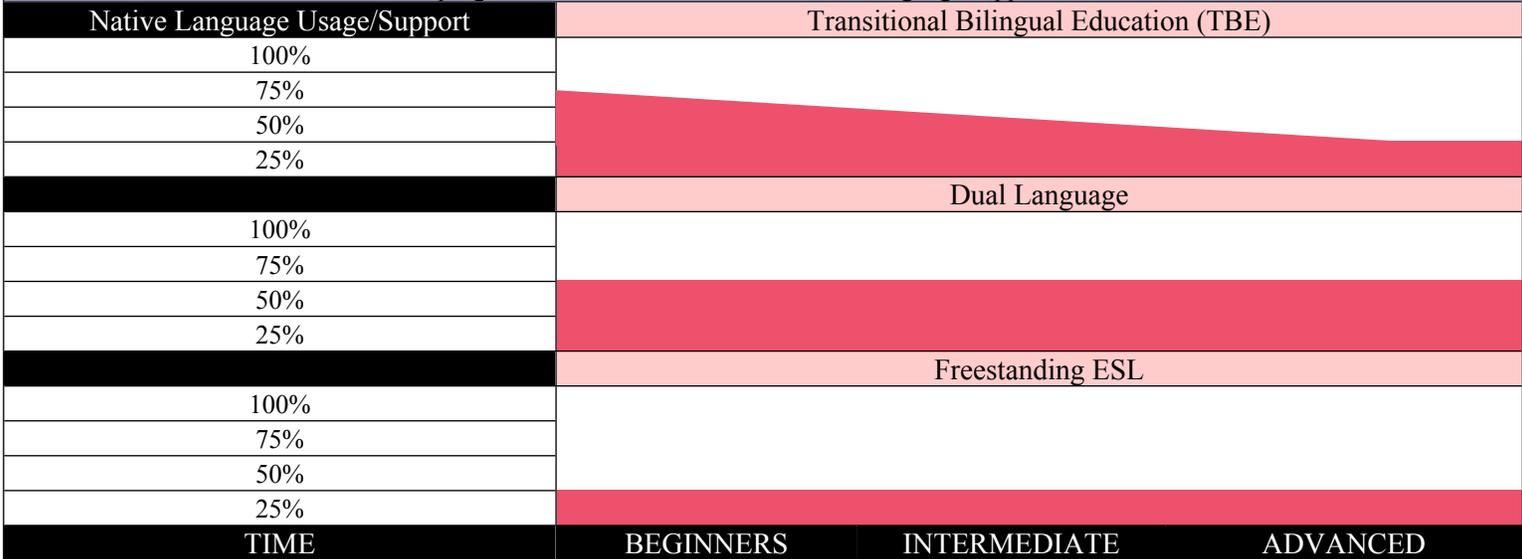
|   | <b>Beginning</b>   | <b>Intermediate</b> | <b>Advanced</b>      |
|---|--------------------|---------------------|----------------------|
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 |                    |                     | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>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**

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

As mentioned previously, we have both Spanish TBE and sheltered English content courses available to ELLs. Our goal is to move every ELL towards graduation and college-readiness so the interventions and targeted teaching strategies vary from class to class as appropriate. This year LICHS will continue to offer the Title III Saturday Academy from November to June. ELLs will receive instruction focused on Regents preparation and college and career readiness by creating a welcoming environment that intentionally uses instructional techniques proven to work with ELLs and integration of technology in a wide variety of classes: Beginner ESL, Intermediate ESL, Advanced ESL/ELA, Algebra, Geometry, Global Studies, US History, Living Environment, and Earth Science. LICHS will also provide ELLs the opportunity to participate in a Spring Break Intense Vacation Academy where students will receive instruction in ELA, Algebra, Global Studies, US History, and Living Environment during four days, four hours each day. This academy will provide students with strategically planned skills based lessons in preparation for the June Regents examinations. LICHS will provide additional targeted intervention to SIFE and Long Term ELLs pending the allocation of OELL SIFE-LTE grant funds. We will provide students the opportunity to take a NLA reading circle class for our Spanish NLA SIFE students. The class will meet after school, five hours per week during the spring. In addition, LICHS will provide targeted intervention to all ELLs via ELT (Extended Learning Time) programs such as Breakfast and Books before students schedule during periods 0, 1, and 2, and Lunch and Learn during students lunch period. Also, LICHS will continue providing tutoring through the SLCs, on Wednesdays.

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

Twenty-two (86/388) percent of our ELLs scored proficient on the 2013 CCLS NYSESLAT administration compared to 16% (71/438) on the 2012 NYSESLAT administration. Also, 22 Beginner ELLs moved up to the Intermediate level in 2013 compared to 16 in 2012, and 80 Intermediate ELLs moved up to the Advanced level in 2013 compared to 38 in 2012. This speaks to the success of our ESL program for we are able to transition ELLs to Former ELLs, Beginner ELLs to Intermediate ELLs, and Intermediate ELLs to Advanced ELLs. Unfortunately, there is an obvious need to improve our preparation of ELLs for the Regents exams required for graduation: ELA, Algebra, Global History, US History, and Living Environment. Because these exams have enormous literacy demands, these results align with the NYSESLAT data which shows that our students need to further develop their reading and writing skills. However, we have been able to target and provide additional support to students who need to pass Regents examinations required to graduate with Title III Saturday Academy and Title III Summer Program. 28 out of 89 (31.5%) of our current seniors have passed the ELA Regents. 125 out of 248 (50.4%) of our current ELLs in the 10th-12th grades have passed a Regents in mathematics; that includes 62 out of 89 (69.7%) of our ELLs in currently in the 12th grade. 58 out of 248 (23%) of our current ELLs in the 10th-12th grade have passed a Regents in science; that includes 37 out of 89 (41.5%) of our ELLs currently in the 12th grade. 57 out of 156 (32.7%) of our current ELLs in the 11th-12th grade have passed the Global History Regents; that includes 38 out of 89 (42.7%) of our ELLs currently in the 12th grade. 37 out of 89 (41.6%) of our ELLs currently in the 12th grade have passed the U.S. History Regents. In addition to the support students receive to pass Regents examinations, LICHS also offers ELLs the opportunity to recover credit by attending the Title III ELL Summer Program.

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

Thanks to the Strengthening Bilingual Programs grant LICHS will offer the students in the Spanish TBE program the opportunity to accelerate reading and writing in their home language via the purchase of 250 Achieve3000 licenses. Improving and expanding the integration of technology in all ELL classrooms is a major goal for the current and upcoming school years. This year LICHS has made available three smart boards for the Global Languages Academy. Also, a new iPad cart with 34 iPad minis and 18 iPad minis to supplement our existing iPad mobile cart were purchased this year to improve instruction of ELLs. In addition, with the school's server upgrade, LICHS will be able to initiate the use of the Rosetta Stone software purchased with the previous year's OELL SIFE-LTE grant funds in English, Spanish, Chinese, Italian, French, and Latin.

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

NA

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

In academic year 2012-2013, LICHS adopted a school wide Smaller Learning Communities (SLC) model. This new school model affords all students, including ELLs, the opportunity to have equal access to all four SLCs. Returning LICHS ELLs select their preferred SLC in March of 2012. Most ELLs chose the Global Languages SLC. However, a significant number of upper classmen

chose other SLCs. Incoming ELLs are placed in the Global Languages SLC in order to ensure all CR Part 154 compliance are provided to newly arrived ELLs; students may choose to stay or transfer to a different SLC for the following academic year. All ELLs, including ELL-SWDs, have equal access to all programs offered at LICHS. ELLs who express interest in Advanced Placement subjects, have access to the school's wide range of 26 AP courses. Currently, we have ELLs in most AP classes. We provide ELLs the opportunity to enroll in AP courses in order to offer them the rigor of instruction that will enable to be better prepared for post-secondary life. Also, LICHS offers a wide variety of physical education "selectives" including swimming and gymnastics, as well as a great number of team sports, including fencing. We also have an extensive number of art and music electives. In addition, all ELLs have equal access to all clubs and Extended Learning Time opportunities such as Breakfast and Books, Lunch and Learn, and Saturday Academy.

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

This year LICHS has made available three smart boards for the Global Languages Academy. In addition, a new iPad cart with 52 iPads was purchased this year to improve instruction of ELLs. In addition, with the school's sever upgrade, LICHS will be able to initiate the use of the Rosetta Stone software purchased in English, Spanish, Chinese, Italian, French, and Latin. All teachers in the Global Languages SLC have access to the ELMO projector, LCD projectors, laptop cart, MacBook cart, Lenovo netbook cart, and audiovisual equipment. The Milestones textbook series has an interactive technological component, and we will use Rosetta Stone with our students by the spring of the 2012-2013 academic year when our server upgrade will be completed. RIGOR materials including the CD-ROM and Read Aloud books will be incorporated into the CCLS argumentation unit for ESL beginner and SIFE students. LICHS purchased content area classroom libraries using the 2012-2013 New York State Initiative on Emergent Bilinguals (NYSIEB) grant and 250 Achieve3000 licenses with the 2013-2014 Strengthening Bilingual Programs Grant. In addition, all ELLs have access to Castle Learning, word for word dictionaries, bilingual dictionaries.

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

Thanks to the New York State Initiative on Emergent Bilinguals (NYSIEB) grant LICHS received last spring, all the teachers of ELLs received professional development in "Translanguaging" from Associate Research Investigators from the CUNY Graduate School. Teachers received intensive coaching on how to use the students' home language to support instruction. Teachers group students with "Translanguaging" theory in mind. In the Freestanding ESL program, students have access to bilingual glossaries and bilingual dictionaries and can work with other speakers of their home language in class. Depending on the population of the sheltered English content courses, additional home language materials, such as classroom libraries and bilingual textbooks, are introduced as available and appropriate. In the TBE program, Spanish-language texts are provided on a number of reading levels. In addition, the Spanish NLA classes will improve reading and writing by utilizing Achieve3000 funded with the Strengthening Bilingual Programs grant funds.

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

Services are provided taking in consideration students' English proficiency as mandated by CR Part 154. Due to budgetary constraints, this academic year ELLs are in classes based on proficiency. LICHS will do its best in future years to ensure programming for ELLs within the common core grade bands, allowing students to be in age-appropriate classes.

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.

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?

- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

## 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. Over the summer of 2012, the school-wide restructuring into college and career ready theme-based Small Learning Communities allowed for a majority of the population of current ELL students and bilingual students to be housed in an academy with two strands-Language, Media Arts and Technology and Language, Hospitality and Tourism. This academy structure allowed content and language support staff serving our ELL population to be programmed for periods of common planning. This common planning time allows the Lead Teacher for the Global Language Academy, Leonore Smith, to deliver in-house professional development to content and language teachers directly involved in the instruction of our ELL population. This in-house PD is supplemented by supports from external organizations. During the summer, teachers and administrators from the SLC attended the ISA summer conference and focused on break-out sessions targeting ELL supports and strategies. These sessions were attended by ESL and content teachers of ELLs. At the ISA conference, teachers worked together to create cross content unit plans on the theme of identity in order to allow students to transition into the academy structure. Additionally, ESL and content teachers attended the AVID Summer Institute in Philadelphia. Two ESL teachers, Chrisa Kenny and Leonore Smith, the UFT Teacher Center Coordinator, Stella Cariagiorgis, and Lead Teacher for the Academy of Humanities and Urban Culture, Brooke Nixon-Friedheim were in attendance, along with Alison Gozzi, Special Education teacher serving as a co-teacher for ESL students, and two general education Social Studies and English teachers. The plan is to expand the AVID program and imbed AVID strategies in the ESL department as well as allow for teacher leaders to be empowered to share this professional development with staff throughout the school year. The Global Languages Academy Lead Teacher also attended the National Academy Foundation Summer Conference in Washington DC and the High Schools That Work, SREB Summer Institute in New Orleans with the goal of sharing the strategies from these institutes with content and language staff at the school through in-house PD. From September through December of 2012, professional development and supports were provided for translanguaging and ELL strategies. This was delivered to content and language staff through a grant with the New York State Initiative for Emergent Bilinguals (NYSIEB). We plan to continue the above practices to provide staff the supports necessary to serve our ELLs. In addition, LICHs will continue providing staff professional development by department APs every Wednesday. In order to implement the new teaching effectiveness system, Assistant Principals of supervision will deliver professional development on the critical attributes of the four domains of the Danielson Framework for Teaching, every other Wednesday. Teachers will also have the opportunity to engage in professional conversations around teacher effectiveness with Lead Teachers on the first and third Thursday of each month during common planning time.

2. High Schools That Work will continue providing PD to the content and language teachers on reading-to-learn strategies, critical reading skills, and on the Literacy Design Collaborative module models for lesson development aligned to the City-Wide Instructional Expectations and Common Core State Standards in writing and reading. All content, NLA teachers, and ESL teachers directly involved with ELL instruction have received a three day intensive training in the SIOP model thanks to a grant LICHs received from the Rockefeller Foundation and through HSTW. The Lead Teacher has surveyed the team of content and language teachers and has identified areas of need for further PD on components of the SIOP model that can be adopted by content teachers. The content Assistant Principals will continue to monitor content teachers working with ELLs in sciences, math, and social studies for compliance with Jose P. In addition, LICHs will utilize SIFE-LTE grant funds to send ESL teachers to OELL professional development opportunities related to addressing the high demands of the Common Core Learning Standards on our ELLs.

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

4. ELL-specific professional development is part of the school's yearly PD plan. The AP of ESL, Ronny Rodriguez, will work

with the content area APs to expand the number of content teachers receiving the 7.5 hours of ESL specific professional development. The AP alerts departments to on-going PD opportunities to support ELLs offered through the OELL, such as QTEL. Additionally, Mr. Rodriguez is working with HSTW to provide SIOP training, writing-to-learn strategies, the LDC modules, and curriculum development PD for content teachers directly involved with ESL students. The teaching staff of the Global Languages Academy will meet the mandate of 7.5 hours of ELL specific PD through the in-house PD offered by the AP of ESL every Wednesday and by ESL Lead Teacher, Leonore Smith during common planning time PD every Thursday. Teachers received 2.0 hours of professional development from HSTW on the LDC. During Election Day, staff will receive 3.0 hours of professional development from HSTW on strategies for accessing and decoding texts and on LDC learning activities. The spring PD plan is for departments is to allow staff members to share best practices for ELLs during Wednesday PD meetings and then follow-up with one another through informal intervisitation to both content and language classes. All agendas and attendance sheets for all professional development and training hours are kept in the ESL-WL department file as well as in the principal's office file.

## 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. Parents of LICHS students, including parents of ELLs, are invited to the monthly Parent Association Meetings and interpretation is provided. Parents receive a newsletter created by the school's Parent Coordinator, Crisa Ignatiadis and Spanish Bilingual Parent Coordinator, Michelle Perez, describing various events during the academic school year. This newsletter includes Spanish translations. School events such as workshops, available tutoring, report card distribution, college informational and financial aid sessions, and Parent Teacher Conferences are announced in the parent newsletter. In addition, parents can view their children's performance and attendance on the ARIS website and on Jupiter Grades, our new electronic grading platform. The parent coordinators provide parents with the ARIS link and Jupiter Grades, access code, and password. Parent coordinators are available from 7:30 a.m. to 5:00 p.m. Monday to Friday in room 125.
  2. In 2012-2013 Adult ESL classes were offered on Saturdays at LICHS through the NYC DOE Office of Adult Education. St. John's University's Gear Up program invites the parents of participating ELLs and former ELLs to events throughout the academic school year such as college application process workshops, financial aid/filling-out the FAFSA form workshops, campus visits. The Leadership Program/21st Century Grant provides facilitators for workshops specifically on topics that the parents have requested such as how to read students' report cards and transcripts, how to use Jupiter Grades, high school graduation requirements, how can I help my child succeed in high school, and preventing bullying.
  3. During Parent Association Meetings, parents are asked to suggest future workshop topics that will meet their needs. The Parent Coordinators are also available to parents by phone and in person to discuss any concerns. In terms of the parents of newly admitted ELLs, the in-take process allows the ESL department to gather information about their specific needs and how we can best support them. A resource we have identified to help meet the specific needs of new immigrants is the book, "The NY Times Guide for Immigrants in New York City" written by Joan Nassiver in partnership with The Lower East Side Tenement Museum. Currently we do not have a particular form to gather parents' needs. However, a parents needs assessment survey will be created by the parent coordinators to inform LICHS' parental involvement activities parents will be most interested in attending in the next school year.
  4. Many of the parents of our ELLs are unfamiliar with NYC graduation requirements and the college admission process in the United States. The school's College Office invites parents to three major college informational events during the academic school year: a College Fair in October, a Financial Aid Night in December and a College Information night to target juniors (11th graders) and their parents in the spring. In addition, the College office provides support to students and families through CUNY and SUNY admission process, completion of the FAFSA form, and in taking advantage of scholarship opportunities. Through the Title III grant, the ESL department has been able to provide other college-related activities specifically for ELLs and their parents. For example, parents have accompanied their children on ESL visits to college campuses. At the high school level, one of the workshop LICHS has offered to parents was how to communicate with your child's school. Through The Leadership Program/21st Century Grant, the ESL department has offered specific workshops for the parents of ELLs.

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

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

| Name (PRINT)                    | Title                           | Signature | Date (mm/dd/yy) |
|---------------------------------|---------------------------------|-----------|-----------------|
| Vivian Selenikas                | Principal                       |           | 11/14/13        |
| Ronny E. Rodríguez              | Assistant Principal             |           | 11/14/13        |
| Michelle Perez                  | Parent Coordinator              |           | 11/14/13        |
| Leonore Smith/ESL Lead Teacher  | ESL Teacher                     |           | 11/14/13        |
| Anita O'Brien/ PTA President    | Parent                          |           | 11/14/13        |
| Fernando Villegas/Math          | Teacher/Subject Area            |           | 11/14/13        |
| Maria Rodriguez/AP Science      | Teacher/Subject Area            |           | 11/14/13        |
| Halina Miltakis/Lead Teacher    | Coach                           |           | 11/14/13        |
|                                 | Coach                           |           |                 |
| Cindy Orbegoso                  | Guidance Counselor              |           | 11/14/13        |
|                                 | Network Leader                  |           |                 |
| Leonard Brief/AP ISS            | Other <u>Teacher/ISS</u>        |           | 11/14/13        |
| Margie Schikman/AP Soc. Studies | Other <u>Teacher/Soc. Stud.</u> |           | 11/14/13        |
| Crisa Ignatiadis                | Other <u>Parent Coordinator</u> |           | 11/14/13        |
|                                 | Other                           |           |                 |

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

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

Cluster: **2** Network: **202**

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

**Part A: Needs Assessment Findings**

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

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

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

After English the highest occurring preferred language is Spanish (65%). The next most frequently occurring preferred language is Bengali (11%), then Arabic (8%), and Chinese (5%). Polish, Korean, Urdu, Penjabi, Nepali, Hindi, and Albanian are the remaining languages with more than ten primary guardian preferences. There are an addition twenty five languages with fewer than ten preference requests. This information was shared with the school community in two ways. First, an Excel workbook with the RAPL file including separate worksheets listing parents whose preferred language is Bengali, Arabic or Chinese was sent electronically to the Assistant Principals of guidance and security. This information was also used to create student groups in STARS to facilitate the distribution of translated materials during the school day.

## Part B: Strategies and Activities

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

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

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

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

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>.

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

of their right to translation and interpretation services by posting signs in the covered and most prominent languages at the entrance of the school building and on office doors. The school will ensure that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. In addition, a copy of The Bill of Parents Rights and Responsibilities will be made available to parents in English and the covered languages (Arabic, Bengali, Chinese, French, Haitian-Creole, Korean, Russian, Spanish, and Urdu) during parent orientation.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

| Part A: School Information   |             |
|--|-------------|
| Name of School: Long Island City High School   | DBN: 30Q450 |
| This school is (check one):  |             |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below)<br><input type="checkbox"/> NOT conceptually consolidated (must complete part E below) |             |

| Part B: Direct Instruction Supplemental Program Information  |  |
|--|--|
| The direct instruction component of the program will consist of (check all that apply):  |  |
| <input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: Vacation academy   |  |
| Total # of ELLs to be served: 439  |  |
| Grades to be served by this program (check all that apply):  |  |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5<br><input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 |  |
| Total # of teachers in this program: 8   |  |
| # of certified ESL/Bilingual teachers: 4   |  |
| # of content area teachers: 4  |  |

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

### Activity #1: ELL Saturday Academies

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

## Part B: Direct Instruction Supplemental Program Information

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

### Activity #2: ELL Vacation Academy

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

## Part C: Professional Development

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

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

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

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

### Part C: Professional Development

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

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

### Part D: Parental Engagement Activities

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

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

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

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

**Part D: Parental Engagement Activities**

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

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

**Part E: Budget**

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

Allocation Amount: \$56556

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

**Part E: Budget**

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

Allocation Amount: \$56556

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