

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

02M550

School Name:

LIBERTY HIGH SCHOOL ACADEMY FOR NEWCOMERS

Principal:

R. HUEGEL

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 02M550
School Type: Transfer Grades Served: 9-12
School Address: 250 West 18th Street
Phone Number: 212-691-0934 Fax: 212-727-1369
School Contact Person: Maria Mackliff Email Address: mmackliff@schools.nyc.gov
Principal: Rhonda Huegel
UFT Chapter Leader: Katie Farrell
Parents' Association President: Dorota Jachec Borawska
SLT Chairperson: Dorota Jachec Borawska
Student Representative(s): Hayat Muhammad

District Information

District: 02 Superintendent: LaShawn Robinson
Superintendent's Office Address: 131 Livingston Street Brooklyn, New York 11201
Superintendent's Email Address: LRobinson5@schools.nyc.gov
Phone Number: _____ Fax: _____

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Chris Groll
Network Number: 108 Network Leader: Lisa Pilaski

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Rhonda Huegel	*Principal or Designee	
Katie Farrell	*UFT Chapter Leader or Designee	
Dorota Jachec-Borawska	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Hayat Muhammad	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
L. Chaitram	Member/ Teacher	
H. Power	Member/ Teacher	
Gelbert Ramos	Member/ Student	
Yulina Perez	Member/ Parent	
Rosa Bautista	Member/ Parent	
Roasa Merceline	Member/ Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

1. Liberty High School Academy for Newcomers is a small learning community that serves new immigrant students or students who still require English acquisition in grades 9 through 12. We are dedicated to educating students of diverse cultural and academic backgrounds, as they make the transition to the American educational system. We provide a safe and nurturing environment for students to focus on acquiring English as an additional language while celebrating student diversity.

We believe in providing high quality instruction in order to prepare students to become College and Career Ready as well as responsible contributors to a global society. We engage students and families by providing after school classes, activities, career, academic and personal counseling in an effort to support students reach their highest potential.

Liberty High School was originally established in 1986 as a one-year ninth grade only alternative transitional Bilingual/English as a Second Language (ESL) Program. The mission of the original program was to provide newly arrived non English speaking immigrant youngsters with an academic foundation in English that would enable them to then successfully move on to other alternative high school programs / schools or comprehensive high schools in New York City to complete their high school education.

2. Liberty High School has two long standing partnerships with The Kitchen, a theater arts program, and The Rubin Museum. Each term two residencies are offered to two Liberty teachers and their students. The residency culminates in a student performance with The Kitchen and student art work displayed at The Rubin Museum. Liberty continues to work on making connections with outside organizations that will assist in enrollment of students.

3. Liberty High School has made the most growth in the areas of distributive leadership. Teachers take responsibility for looking at student work within their professional learning communities to inform their instructional planning. As a result of our result Quality Review, Liberty will use their professional development time to increase the rigor across content areas.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
1.	Liberty’s Quality Review was conducted on November 25, 2014. The area of focus for Liberty is 1.1 Curriculum. Liberty will continue their work in curriculum writing that addresses the Common Core Learning Standard’s instructional shifts in literacy. Data from Advance indicates that 62% of teachers are effective in the Measures of Teacher Practice.
2.	The strength for Liberty High School is our Professional Learning Communities that examine student work to inform curriculum writing to adjust as needed. Additionally, Liberty has routine protocol for the observation process that allows teachers to be observed at least 6 times throughout the year as well as receive face to face feedback within three days of a visit. Observation reports are given to teachers within 10 days of the visit. Liberty needs to increase multiple entry points for students to allow more access points to grade level curriculum for its ELL population and teachers must continue to scaffold and differentiate instruction as needed. This will result in Liberty closing the gap between the course pass rate to students passing New York State Regents exams.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, there will be a 3% increase in the ELA New York State Regents Exam for College and Career Readiness from 17% receiving 75 or higher to 20% of our students taking the English Regents Exam scoring a 75 or higher on the exam.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
All teachers will participate in weekly professional development that focuses on looking at student work using the Data Action Model. Looking at student work will inform curriculum alignment in the ELA/ESL Department levels 1-8 adhering to the CCLS instructional shifts.	Teachers	September 2014-June 2015	Assistant Principal, Principal and ESL Curriculum Writer

All new SIFE students will have an after school ELA class that meets twice a week for the Fall and Spring terms.	SIFE newcomers	September 2014-June 2015	ESL Teacher and Assistant Principal
All newly identified SIFE parents and families in temporary housing will have two workshops dedicated to them to help foster academic resiliency in their children.	SIFE Parents	One Meeting in Fall Term One Meeting in Spring Term TBD	Parent Coordinator and ESL Teacher
All teachers participate in weekly Professional Learning Communities, each taking a turn to present student work for feedback. Students that are performing well and have made a remarkable achievement each marking period are honored by their teacher. The Principal honors students for honor roll and perfect attendance each marking period.	Students and Teachers	Each Marking Period	Teachers, Principal, and Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Liberty High School put all their contractual minutes on Monday afternoon to allow after school classes to meet Tuesday through Friday afternoons. Many of our classes target SIFE students that are newly arrived to the country and we needed to preserve our after school program.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By January 2015, there will be a 1.5% increase in the number of students earning a 75 or higher on the ELA Regents exam as evidenced by the January 2015 Regents exam results and scholarship report.

Part 6b. Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

3.	As a result of the Quality Review on November 25, 2014, 1.1 Curriculum was rated as developing. Through classroom observations, the data shows from ADVANCE that 27% of the teachers are rated overall as developing. Liberty will work on providing quality professional development to teachers throughout the year and reduce the number of teachers overall rating of developing. Through classroom visits and the reviewer’s thirty minute conversation with students, Liberty needs to increase classroom rigor across content areas. Students voiced a concern about college and career readiness and the need for more reading and writing across the board. 4. Liberty’s Guidance Department and College Advisor have introduced College and Career Cruising to our students in their first year and have continued to develop a college workshop program for all students throughout the different grade levels and years at Liberty High School. Each year, the College and Career Readiness program is added to culminating in the student’s senior year of researching colleges and careers to the application process. Liberty’s SIFE students are targeted for afterschool programs, small group counseling for emotional and social support and pull out services for Academic Intervention Services. In order to address, the need of increased rigor and more reading and writing throughout the disciplines, each teacher will plan and prepare a lesson that targets the CCLS instructional shift of text dependent writing. The process will be monitored through the observation process and weekly minutes from the professional learning communities that look at student work.
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Part 2 – Annual Goal

	List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
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	By June 2015, 100% of Liberty’s teachers will engage in at least four cycles of looking or presenting student work and making adjustments to instruction to incorporate multiple entry points for students. This Professional Development will result in 80% of the teaching staff receiving an overall Effective rating. This is a 7% change from 27% receiving overall Developing rating to 20% of teachers receiving an overall Developing rating.
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Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
All teachers participate in weekly professional development that looks at student work through our professional learning communities.	Students and	September 2014 –	Assistant Principal and

Teachers will target create more engaging activities that produce more student writing. Liberty's four NYC Teaching Fellows will receive weekly visits from the NYC Teaching Fellows as an additional layer of feedback about their overall performance.	Teachers	June 2015	Principal
All new SIFE students will have an after school class in ELA both terms that meets twice a week. All ELLs will have an opportunity to get AIS support in Global, Algebra, Living Environment and ELA.	SIFE Newcomers and ELLs	September 2014-June 2015	Teachers, Assistant Principal
All newly identified SIFE parents and families in temporary housing will have two workshops dedicated to them to help foster academic resiliency in their children.	SIFE Newcomers STH	One PTA meeting in Fall term and one in the Spring Term	Parent Coordinator, ESL Teacher Assistant Principal, College Advisor, Guidance Counselor
All teachers participate in weekly Professional Learning Communities, each taking a turn to present student work for feedback. Students that are performing well and have made a remarkable achievement each marking period is honored by their teacher. The Principal honors students for honor roll each marking period.	Students and Teachers	Each Marking Period	Parent Coordinator, Principal and Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
None.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
By January 2015, 50% of Liberty's teaching staff will have presented or looked at student work in their Professional Learning Communities that produces student writing.				
Part 6b. Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

13. As a result of the Quality Review conducted on November 25, 2014, 1.1 Curriculum was rated as developing. In tandem, with the recent QR and assessment data from New York State Regents 2013-2014 academic year, NYSESLAT results June 2014, and the dropout rate for students in the Alternative Cohort, teachers have been asked to meet together weekly and examine student work to standardize curriculum in the content area and increase the academic rigor across disciplines. Through student work teachers are looking through the lens of CCLS alignment. Observation data shows that 55% of the teachers still receive developing in component 3C, student engagement and 47% of teachers receive developing in component 3B, Questioning and Discussion Techniques. Component 3D, assessment is a little better with only 24% receiving developing.

14. Teachers meet every week in small Professional Learning Communities to examine student work in order to inform curriculum writing on Chancellor’s Conference Days. Groups are based on departments. The focusing question for teachers when looking at student work is to determine if the assignment and work produced is CCLS aligned to the instructional shifts required of students to become college and career ready. Teachers need to focus on the academic rigor of the assignment and rubrics. Teachers should determine what scaffolds and differentiation were needed for students to gain entry into the curriculum by examining learning gaps and instructional gaps.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of Liberty’s teachers will have presented student work to its Professional Learning Community received feedback and implemented suggested changes at least three times from September 2014 to June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
15. Teachers will engage in weekly professional development for a cycle of weeks to examine student work using the Data Action Model introduced in Spring 2014 term.	Teachers	September 2014-June 2015	Assistant Principal and Principal

16. Teachers will examine the student work of ELLs to identify learning gaps and instructional gaps in order to scaffold and differentiate assignments appropriately and provide multiple entry points for students, across disciplines. Teachers will work on creating more engaging lessons that have an activity that targets the learning objectives.	Teachers and Students	September 2014-June 2015	Assistant Principal, Principal, Group Facilitators
17. Teachers will use weekly time on Mondays to contact parents / guardians of students that are failing weekly assessments. Teachers will also use other professional work time to discuss outstanding academic issues and attendance issues with Guidance Counselors.	Teachers	September 2014-June 2015	Teachers, Students, Parents, Guidance Counselors
18. Administrators will use the observation process as a tool to inform and work with teachers in improving and increasing engaging learning activities for students that target the lesson's learning objectives.	Teachers	September 2014-June 2015	Teachers and Administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
N/A

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
19. <u>By February 2015, 50% of the teachers will have presented to their Professional Learning Communities and implemented feedback within their classes. This will result in 50% of the teachers receiving an effective rating in component 3C.</u>				
20. <u>Start of the Spring 2015 academic term there will be a review of meeting minutes from the Professional Learning Communities and data will be reviewed from ADVANCE.</u>				
Part 6b. Complete in February 2015.				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

23.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
24.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
23. Based on the Quality Review conducted on November 25, 2014, Liberty needs to increase the level of academic rigor across classrooms and provide multiple entry points through scaffolding for all students across levels. This need is further reinforced by the scholarship report which indicates a high passing rate for courses however the Regents pass rate is low. Liberty needs to focus on closing the gap between the two assessments. Observation report data shows that 24% of teachers receive developing in Component 3D, assessment.	
24. Liberty has a large group of students in the Alternative Cohort or students are continually enrolled for two or more years. Liberty also provides a safe environment with several key partnerships that provide students and teachers with extra out of classroom opportunities. Liberty has six new teachers that have been matched with senior mentors on our staff to provide support. New teachers are supported with a Generation ready Coach and New York City Teaching Fellows.	

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, there will be a 5% DECREASE in the dropout rate for the Alternative cohort from 23% to 18%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			
25. Guidance Counselors will provide dropout prevention workshops to students at risk through small group counseling and monitor attendance for students between the 71%-91% daily attendance rate.	Students at Risk	September 2014-June 2015	Assistant Principal, Teachers, Principal
26. By through the lens of student work, teachers will work on identifying instructional gaps versus learning gaps with their professional learning communities and design lessons that are differentiated for diverse learners.	Teachers and students	September 2014-June 2015	Assistant Principals, Teachers, Principal

27. A Parent Coordinator has been added to our staff this year to increase parental engagement and academic support at home especially for our students that SIFE and STH.	SIFE and STH, Parents, Teachers	September 2014- June 2015	Parent Coordinator, Assistant Principal, Principal
28. All teachers participate in weekly Professional Learning Communities that are coordinated with teacher facilitators.	Teachers	September 2014-June 2015	Teachers, Assistant Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Currently, we have an attendance teacher assigned through the Cluster. He has 8 assigned schools. Last year, our attendance teacher had five schools assigned and was able to spend more time the building working productively with our attendance team.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

29. By February 2015, there will be a 2% decrease in the dropout rate.
30. Start of Spring 2015 academic term, there will be a review of the January graduation rate and students that dropped out of Liberty and /or transferred to other academic programs.

Part 6b. Complete in **February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

33. The Parent Coordinator conducted a needs assessment with Liberty’s parents. The following reports were used, Quality Review interview on November 25, 2014, previous Comprehensive Education Plan, Parent Survey, Student Survey, and monthly meetings and a Parent Profile sheet created by the Parent Coordinator.

34. Liberty’s strength is the addition of a Parent Coordinator for this academic school year 2014-2015, new College Advisor. Liberty’s priority is establishing agendas for PTA meetings that will be of wide interest to parents to increase participation using the Pupil Personnel Team as a resource.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, PTA meetings will see a participation rate growth from 3% of our parents attending meetings to 10% of our parents attending meetings on a monthly basis.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
35. Liberty hired a new Parent Coordinator and has sent the Parent Coordinator to professional development for Parent Coordinators offered through the NYC DOE.	Parent Coordinator And Parents	September 2014-June 2015	Parent Coordinator, Assistant Principal and Principal
36. The Parent Coordinator has arranged for several programs throughout the school year that addresses the needs of parents that are ELLs, SIFE, and STH.	Parent Coordinator ELLs (parents and students)	September 2014-June 2015	Parent Coordinator, College Advisor, SIFE teachers, Assistant Principals and Principal,

	SIFE and STH		Guidance Counselors
37. Liberty uses notices back packed home with students, Phone master in several languages, targeted workshops for SIFE parents and students and STH, parent profile sheet for new parents registering their children at Liberty and student surveys.	Parents and Students	September 2014-June 2015	Parent Coordinator, Assistant Principal, College Advisor, Guidance Counselors, Principal
38. Specific trips for SIFE families and activities for STH have been arranged by the Parent Coordinator, College Advisor and Guidance Counselors to promote academic resiliency in students that parents can use at home.	Parents and Students	September 2014-June 2015	Parent Coordinator, Assistant Principal, Principal College Advisor, SIFE teachers, and Guidance Counselors

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
The Parent Coordinator schedules monthly meetings for families on topics such as college application process, financial aid, academic resiliency, graduation requirements and acculturation.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
40.	Specify a timeframe for mid-point progress monitoring activities.			
39.	The benchmark to check parent participation at monthly PTA meetings is January.			
40.	Attendance will be taken at every PTA meeting and monitored for increased participation.			
Part 6b. Complete in February 2015 .				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students in Level 1 English or ESL who are score below 65 on classroom assessments and through teacher recommendations. Students scheduled to take the ELA Regents exam during the present school year. Students who have interrupted education (SIFE) for more than 4 years.	Students are grouped based on their level of mastery and teacher observations. Materials and lessons are created by the content teacher based on student needs, including close reading assignments, repeated readings, listening activities, public speaking to develop fluency with language. Lessons and activities are aligned with the ELA Regents Common Core Learning Standards, including Performance Based Tasks based on Regents Exam. Learning A-Z technology application on the Ipad to reinforce basic literacy skills and language acquisition, including: close reading assignments, repeated readings, listening activities, public speaking to develop fluency with language.	30 students each semester participate twice per week for 1.5 hours of instruction each day. Most of the instruction occurs in small groups. Most students are 9th grade. 30 students each semester participate twice per week for 1.5 hours of instruction each day. Most of the instruction occurs in small groups. Most students are 11th or 12th grade. 3- 5 students participate in small group and one-to one lessons specific to their level of mastery. Students are in 9th grade.	Afterschool Tuesday through Friday: 2:45-4:15pm. During the school day: Period 7 pull out services.
Mathematics	Students in Algebra 1 who are scoring below 65 on classroom assessments, teacher recommendations, and students with interrupted formal	- 1- Students in Algebra 1 who are scoring below 65 on classroom assessments, teacher recommendations, and students with interrupted formal education (SIFE).	One class of 30 students each semester meets twice per week for 1.5 hours of instruction each day. Most of the instruction occurs in	Afterschool

	education (SIFE).		small groups. Another smaller class of 15 students meets twice per week for one hour. This class participates in more one-to-one and tutoring approach for delivery of service.	
Science	Students in higher level math and science classes who are close to achieving college and career readiness in math and science content areas. Teacher recommendation and students on considering careers in math and/or science. Students scheduled to take the Living Environment Regents exam during the present school year that are scoring below 75-80 on classroom assessments.	Students groups based on their interests and teacher observations. Materials and lessons are created by the content teacher based on student needs with a focus on Robotics. Lessons include: close reading assignments, content vocabulary development, and Science lab tutorials. Students are grouped based on their level of mastery and teacher observations. Materials and lessons are created by the content teacher based on student needs. ESL teacher also available to support students in acquiring content-specific language in preparation for the Regents exam.	30 students each semester participate twice per week for 1.5 hours of instruction each day. Most of the instruction occurs in small groups. Most students are 11th or 12th grade. 30 students each semester participate for 1.5 hours of instruction per week. Most of the instruction occurs in small groups.	Afterschool: Tuesday through Friday: 2:45-4:15pm.
Social Studies	Students scheduled to take the Global History and Geography Regents exam during the present school year and are scoring below 75 on classroom assessments. Also, teacher recommendations and self-referred students for extra support. Students who are in Global 1 and Global 2 may be scheduled for Global	Students are grouped based on their level of mastery and teacher observations. Materials and lessons are created by the content teacher based on mastery of skills in preparation for the Regents exam. Lessons include close reading assignments and content vocabulary development. Focus is on increasing understanding of content-area material	Two classes of 30 students are available each semester and participate in 2 hours of instruction per week. Most of the instruction occurs in small groups. 4 classes of 30 students each are scheduled to meet each semester during normal school hours. Most instruction	Afterschool: Tuesday & Wednesday 3-4pm During the school day: Periods 1,2,6,8

	Skills class. Most of these students are identified by the Guidance Counselor during the initial interview process, or teacher recommendation.	and language acquisition of terminology specific to global history coursework. Lessons include close reading assignments and content vocabulary development.	occurs in small groups.	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students who are scoring below average in their classes. Guidance counselor identifies students based on classroom data and teacher recommendations. Guidance counselor identifies students with attendance issues (lateness/absences) that are affecting their grades in class.	Individual counseling, group counseling, parent/student/teacher academic conferences. Support given in understanding current academic standing and provide referrals to other interventions, as needed. Student attendance counseling	Individual and small group instruction	During the school day and after school. As needed or requested by teacher, counselor, student, or parent/guardian. During the school day and after school. As needed or requested by teacher, counselor, student, or parent/guardian. During the school day and after school. As needed or requested by teacher, counselor, student, or parent/guardian

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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>We find it imperative that we continue to support all of our teachers through differentiated professional development opportunities. All teachers set their own professional goal at the beginning of the school year during the initial planning conference. This goal was first discussed at the summative end year conference with the Principal after a review of all observations. The schools' professional development plan is centered on the needs of the teachers as well as student achievement data and credit accumulation. The Professional Development Committee in conjunction with the administration set the calendar of activities for the year. The Professional Development Committee presented ideas and suggestions from the teaching staff and discussed a proposed calendar for the Fall Term. The Spring Calendar will be set during January Regents Week. Additional Information is gathered through surveys and feedback forms for teachers to rate and comment on the sessions provided as well as a section to suggest future workshops. A second general survey is conducted midway through the school year to adapt to individual needs and finally, a survey is scheduled to be conducted at the end of the school year to determine the needs of the teachers for the upcoming school year. We monitor the needs of our teachers and adjust accordingly. We provide job-embedded and off-site professional development opportunities. Specifically, we look for opportunities through the Office of English Language Learners. We encourage teachers to attend workshops, classes, and conferences outside the school in order to keep up-to-date with the latest research in their disciplines. We provide our newer teachers with mentors that make available their experiences and expertise during school as well as after school. We hold a new teacher meeting once a month to support our new teachers in their professional growth. We partner with New York City Teaching Fellows for an additional layer of support for our new teachers. Additionally, we support the needs of any teacher that feels he or she would benefit with the support of a mentor. We also provide our teachers with the support of a Generation Ready coach (formerly AUSSIE) and instructional support through our Network. Our Consultant works once a week all year at Liberty. Finally, our supervisory team is proactive in providing ongoing continuous support through the observation process. We will recruit new teachers through our connection with CUNY and their student teacher program and New York City Teaching Fellows.</p>

2b. 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>Every Monday, teachers and paraprofessionals meet with their respective departments with a lead facilitator to examine student work for five weeks which follows the tuning protocol. Teachers use their time in their professional learning community to look at student work that reflects the instructional shifts if the CCLS. After five weeks in their small groups teachers reconvene as a larger group to discuss how the experience changed or influenced their current practice. The other time is spent on a professional development topic relevant to teacher need as demonstrated through the observation process. Teachers are asked to attend Professional Development workshops offered through the city and encouraged to attend other workshops during their own personal time that cover CCLS.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

The MOSL committee met several times to discuss the assessment choices for Liberty's ELL population. The local measure will be the ELA performance assessment grades 9-12, growth model. The committee surveyed the school wide teaching staff before the final decision was made. Teachers have set department grading policies and are moving towards common assessments for midterms and finals. Teachers already use common assessment in the Math and Social Studies Department. All teachers received a professional development workshop on the importance of using a variety of assessments and using the data to inform their instruction in September 2014.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are
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		Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$200,928	X	Pages 8,9,16-20
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	\$48,088	X	Pages 8,9,16-20
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,813,599	X	Pages 8,9, 16-20.

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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 the school. **Liberty High School Academy for Newcomers**, 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 the school and the families. The 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 the school community. **Liberty High School Academy for Newcomers** 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 the school community;

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

The 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;

- 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 (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 promptly 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	326	Total number of ELLs	326	ELLs as share of total student population (%)	100.00%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE										23	13	12	9	57
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	23	13	12	9	57

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	170	49	12	88	0	0	4				262

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	170	49	12	88	0	0	4	0	0	262
Number of ELLs who have an alternate placement paraprofessional: <u>3</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										15	54	18	19	106
Intermediate(I)										2	32	36	46	116
Advanced (A)										2	3	15	13	33
Total	0	19	89	69	78	255								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B										1	9	17	8

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

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

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Initial and internal testing focuses on evaluating students' levels in reading, writing, and speaking. to allow for ESL placement. In addition to ESL placement, students are also given a Math test which can also be used to verify if the student is considered SIFE. Once the student is placed in an ESL level, the classroom teacher gives a number of formal and informal assessments graded with a normed

rubric to verify if the placement is valid. All classes and assessments use a balanced literacy approach. We use our data inquiry team to look at student work to review progress. We continually evaluate to see if students are Beginners, Intermediate or at the Advanced levels. The content area classes use every opportunity to work on writing skills because the data has shown that our students are deficient in this skill area. Students at the beginner level focus on speaking and listening and as they move through the intermediate level focus on reading and writing. Advanced students are prepared for SAT, ACT and Regents exams.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
We discuss the data as a school community and are continually assessing what supports can be put into place to assist students. We look at specific courses and how a balanced literacy approach can be embedded to raise students proficiency levels not only in the course outcomes but also in Regents exams. We have found that students are at different spectrums of learning and are placing instructional strategies that embody Universal Designs for Learning with ELLs. Our Regents results could use a lot of improvement, therefore, this data has shown that the current instructional program via programming will be changed.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
After reviewing the NYSESLAT data and Regents scores, we realize that students must be scheduled for AIS instruction after school. We have designed a one to one tutoring program during the day. Students are pulled out of a class once a week for additional supports.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

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

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We currently assess the value of our program based on Regents results and course passing rates. Additionally we review credits earned per year. Through early identification and evaluation of student progress, collaborative planning and preparation, guidance support systems, and parent involvement our school is working diligently on assisting students as they progress towards graduation. We are committed to providing quality instruction to the students.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. The following steps are followed for the identification of those students who may possibly be ELLs: The Home Language Identification Survey (HLIS) is given to all students when they come to interview with the guidance counselors for possible admission. The HLIS is completed with the assistance of a trained ESL and/or bilingual teacher and / or bilingual guidance counselor. The process includes an oral interview in English and native language wherever possible. All of our new admits are identified as those that are newly arrived non-English speaking immigrant students entering the ninth and tenth grades. The LAB-R is administered to the students within their first ten days of being admitted to Liberty High School. LAB-R administration is an ongoing process throughout the year because enrollment is ongoing. We continually take new admits and administer the test within ten school days. The ESL department handles the LAB-R testing which is arranged by the Assistant Principal of Administration all of whom have been trained.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

In order to ensure the timeliness of the selection, all admission folders include entitlement letters, Parent Survey and Program Selection forms in various languages. All forms are filled out during the registration process. If parents need more time in deciding their choice of program the Bilingual Guidance Counselor follows up with the parent via the student. However, this is extremely rare, in general all decisions regarding the program are decided during the interview and registration process. Returning students that still require ESL services, determined by their Spring NYSESLAT scores, are given entitlement letters translated in their home language backpacked home through their second period official class.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

All our prospective students and their parents / guardians are interviewed extensively during the admission process. Wherever possible we use Liberty faculty / staff members to translate and explain program choices to parents. If we cannot provide translation services in house we reach out to NYC DOE translation unit or to outside agencies to translate as needed. All documents and correspondence that we send to parents are translated into the major languages of the student body. Placement letters are provided to the parent/ guardians and students at the time of enrollment. Copies of the placement letters are kept in students' permanent record file at the school. The orientation video is shown in the parents' home language. After the video all questions are answered. Parents receive and complete a home language survey and program selection form at the conclusion of the meeting / interview. We update the ELPC screen in ATS within 20 days of student enrolling at Liberty as well as indicate what program they selected. .
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

teachers. The principal and testing coordinator goes through every bubble sheet to ensure that all information is correct for each student. An up to date enrollment report is used to verify that all students are tested. All ESL and NLA certified teachers are part of the process of testing.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- After reviewing the program selection forms more and more parents are choosing the free standing ESL program. We keep track of the data via ATS reports and build our freestanding immersion program around parent choice. We currently do not have enough parents requesting other program choices to consider rebuilding the Transitional Bilingual Education Program or initiation a dual language program at Liberty. Only 10% of our ninth grade parents of both Spanish speaking and Chinese speaking are still requesting TBE. All other languages, such as, Haitian Creole, Korean, and Russian almost exclusively request Freestanding ESL for their children in the first year. All 10th, 11th, and 12th grade students of all native languages exclusively request freestanding ESL instruction. We monitor the selection closely in the event we need to make changes.

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])?
 - 1A. Liberty High School for Newcomers uses a departmentalized approach to organization. All instruction in our core content areas is departmentalized. We have the following departments: ESL, English, math, Social Studies, Science, Mathematics, Physical Education / Health, Native Language Arts, Art and Special Education.
 - 1B. Students are programmed heterogenously in classes with the exception of ESL. The ESL class is programmed based on student's language ability. Students are tested for math ability and programmed for a skills class before they start the NYS Algebra curriculum.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

The literacy level of all students is evaluated upon their arrival to Liberty High School. We use teacher diagnostic evaluation tools throughout the year to assess language ability and growth measures.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ESL teachers design their own assessments in order to ensure students are receiving adequate instruction in all four modalities tested on the NYSESLAT. Each level of ESL has their own benchmarks created by the department for each modality within the level. Assessment is ongoing by teachers.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

C. Generally students that are 4-6 years at Liberty High School are seniors and receive a double period of ESL daily.

D. Our long term ELL students receive AIS tutoring along with their mandated minutes during the day. AIS tutoring meets Monday and Thursday directly after school and is programmed by our Bilingual Guidance Counselors.

E. ELLs that tested proficient and no longer require services is rare at Liberty High School. Students continue to receive instruction through the SIOP model. Students that are former ELLs that fit the state requirement are given time and a half to finish state exams.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Our Special Education teacher is trained in ESL methodologies and strategies. The Special Education teacher provides SETTS services to our students with IEPs and any additional students that are recognized to have a severe learning issue identified by the Bilingual Counselor and still needs a referral for Special Education services. The Special Education teacher also pushes into classrooms with Educational Paraprofessionals to support students within the classroom.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELL-SWDs are programmed for resource room to meet their IEP. Liberty does not support a self contained program for SWDs. Therefore students receive the necessary supports to perform in their classes. We use Educational Paraprofessionals to support SWDs in the classroom. In addition, students needing extra support are required to attend AIS extended day with teachers.

Courses Taught in Languages Other than English 

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

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

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

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

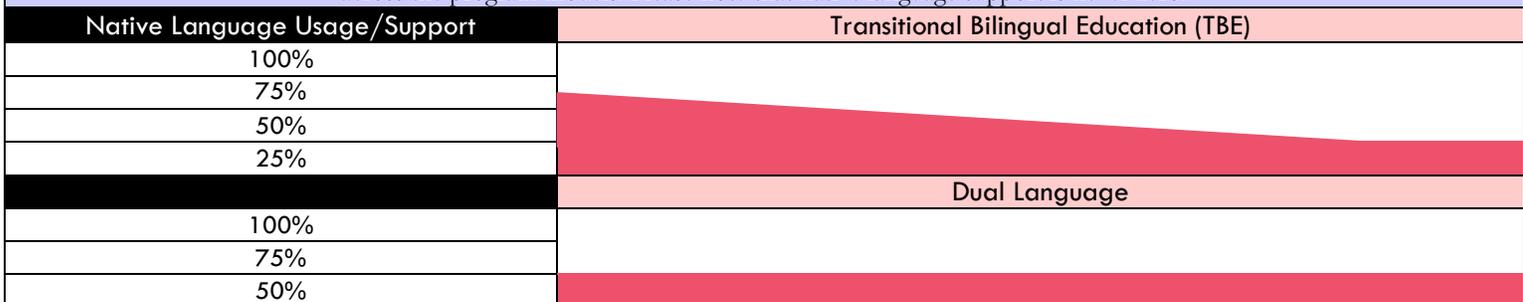
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
We offer targeted intervention in Math Science and Social Studies with additional ESL Regents based classes that address their needs for support. In addition, we provide small group and one to one tutoring during the day. We have converted a room into a tutoring center that is used specifically for AIS. Additionally we provide students with a Saturday Academy to prepare for NYS Regents exams and summer school program.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The current block programming for SIFE students meets their specific needs in preparing them content classes. Students are tested to determine their individual needs in ESL are placed accordingly.
11. What new programs or improvements will be considered for the upcoming school year?
During the Spring semester the program will unblocked and students will be placed for their specific needs across content areas. Therefore, a student with a low ESL level however proficient in math will be allowed to take the higher level math regardless of grade level. Administration will write for a Bilingual grant to include TBE for those students requesting. ESL levels will go back to levels.
12. What programs/services for ELLs will be discontinued and why?
no program has been discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Our entire student body is ELL and therefore all have equal access to what Liberty has to offer at the school.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
The instructional materials we utilize are Rosetta Stone, Destination Math, Rigor, Northstar.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native Language is supported in the ESL program by one of our faculty members who speaks the native language of the student. Additionally, we have different software programs in different languages to support student development in their native languages.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Support services are geared toward student age and grade level. Materials are geared to gain the interest of the students and are matched to their level proficiency in English or ESL level. We continue to look for academic material that is suitable to age as well as level.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Students that enroll at the end of June to start the year in September are given summer school to help students acclimate themselves to their school environment and to develop academic skills they need to be successful. Teachers offer a variety of programs during the school year that assists students that are new to the school. Students have orientation led by their Bilingual Guidance Counselor, Students activities such as music, art, dance and Student Government are offered to the students.
18. What language electives are offered to ELLs?
Spanish is offered.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. We provide professional development to all staff members: teachers, counselors, administration and school aides on youth development strategies, SIOP model of instruction, Common Core Learning Standards for ELLs and Teacher Framework. The school faculty meets every Wednesday for Professional Development these topics are covered.
 2. Our Wednesday Professional Development meetings will focus on CCLLs since all our students are ELLs we will work on strategies in ensuring all content teachers write objectives based on the new anchor standards and that ESL teachers support the content teachers as well as provide English language acquisition.
 3. Our students are mostly new immigrants to the country. Staff members are provide assistance through one tutoring and support services throughout the day. Teachers are also given youth development training, i.e Respect for ALL training during the opening faculty meeting in September.
 4. All teachers receive the minimum 7.5 hours of training. All PD sessions are directed to teachers of ELLs. We include the SIOP model of instruction and strategied that target ELL learners. PD is delivered by the bilingual AP. Teachers are made aware of QTEL workshops offered by the NYC DOE and training offered by the Office of ELLs in CCLLs. We keep sign in sheets agendas and handouts for professional activities. We included documentation of outside training to be included as an artifact in the new Advance system of teacher evaluation. Lastly, we have two ESL teachers that act as staff developers that present workshops to our teachers during Chancellor Conference Days.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. We have a PA and a SLT that meets monthly. We provide ESL classes for parents.
 2. We partner with the Door, Chelsea Ryan Health Center, More Art, Charles B. Wang Health Center, and NYC Bar Justice Department.
 3. We analyze the needs of the parents by reviewing the NYC Learning Environment Survey. Parents have an active voice on the SLT to influence school policy, vision and mission. We receive feedback from parents through our bilingual guidance counselors, school aides, para professionals and Senior Neighborhood Worker who acts as the Parent Coordinator for Liberty HS. Our Senior Neighborhood Worker contacts parents regularly and is instrumental in providing workshop ideas to the PTA and SLT members. She is also instrumental in our outreach process with families with attendance issues.
- 4.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 02M550 School Name: Liberty High School

Cluster: 01 Network: 108

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 275
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 9
of certified ESL/Bilingual teachers: 6
of content area teachers: 3

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: Liberty High School Academy for Newcomers in a small transfer school, grades 9-12, serving new immigrants to the US or recents arrivals, one to two years in the country. Our school serves over 30 different languages and students from all over the globe. Many students are students with interrupted formal education, SIFE and over age and under credited students, OAUC. After a review of last year's NYSESLAT data, Liberty needs to provide extra support across grade levels with an exphasis on 10, 11, and 12 grades. Last year's NYSESLAT results report 138 students tested at the beginner level, 145 students were intermediate, 43 students were advanced, no student tested proficient and 19 students reported no score. After further review, it was determined that 65% of the population tested made no change in their level, 35% had a decrease in their level. Liberty students struggled with the reading and writing sections of the test. Likewise, last year's New York State Regents exams January, June, and August reflected the same downward trend as the NYSESLAT scores. Only 36.3% of the students taking the English Regents Exam passed with a 65% or higher and the college and ready Index was only 13.1%. These ELLs report 4-6 service range and are in grades 11 and 12. Only 22% of the students passed the Global regents exams with again the same service of 4-6 years. These students are in grades 10 and 11. Students passed the Living Environment at 37.3% and these students are 0-3 years of services. These students are in grades 10 and 11. After reviewing the specific accountability groups under NCLB, two groups are struggling the most: Black / African Americans and Asians. Both our Asian and Black / African American did not meet safe harbor targets. The afterschool program funded by Title III grant will target the students in grades 10, 11, 12 to postively impact the graduation rate. Using the NYSESLAT modality report from 2014, Liberty has designed an after school program to support three specific content areas in reading and writing, College and Career Counseling support, first year students identified as SIFE, and students that are interested in STEM education. All classes are held Tuesday through Friday from 2:45 - 4:15 pm and are taught in English. Here is a breakdown of the classes and number of studnts served:

1. Robotics which meets twice a week Wednesday and Friday from 2:45-4:15 pm, co-taught by a certified Physics Teacher and an ESL Teacher. The Robotics program is partnered with Google and serves 23 students during the Fall and Spring Terms. The students will compete in the city wide Robotics competition at the Javitz Center.
2. College and Career Counseling / Writing Workshop led by two certified ESL teachers (one is the College Advisor) meets with students Tuesday through Friday 2:45-4:15 pm in a small group setting. During the Fall Term the ESL teachers will work with 67 seniors ready to submit college applications and during the Spring Term work with 91 Juniors ready to start their personal narratives for college applications.
3. Conflicts and Revolutions taught by a Bilingual Social Studies teacher will support the New York State Gobal Curriculum. This course meets in the Fall term: November, December and January. The Fall Term

Part B: Direct Instruction Supplemental Program Information

will serve 35 students ready to take the January Regents exam. During the Spring Term the course will meet in April, May and June and serve another 35 students ready to take the Global Regents Exam in June. This class will meet Tuesday and Thursday from 2:45-4:15 pm.

4. Text and Literature, co-taught by an English and ESL teacher to support sustained reading and writing skills, will meet during the Fall Term: November, December and January and serve 30 students who need to take the January English Regents Exams. During the Spring Term the course will meet: April, May and June and serve an additional 40 students ready to take the June Regents Exam. The content teacher and ESL teacher plan together as well co-teach. The Course will meet Wednesday and Friday from 2:45-4:15 pm.

5. Everyday Science will be co-taught by a Biology Teacher and ESL teacher to support reading and writing within the Living Environment curriculum. During the Fall Term the class will meet: November, December, and January and serve 30 students. During the Spring Term the course will meet April, May and June and serve another 30 students. The content teacher and ESL teacher plan together as well co-teach. The course will meet Wednesday and Friday from 2:45-4:15 pm.

6. Welcome to NYC, taught is by an ESL certified teacher and only serves SIFE students. The class meets Wednesday and Friday 2:45-4:15. Each term the class targets 30 new students. The class is designed to target learning gaps of new arrivals in order for them to have success and give them an overview of New York City, transportation, and services available to them as new students and immigrants. This class provides academic skills, as well as the social and emotional support new students need when they first arrive to The United States.

In total, the after school program at Liberty has the potential to target at least 300 different students. There is an overlap in student need, as some students will need to attend both Text and Literature and Everyday Science. for example. Teachers will work to spread out their course offerings Tuesday through Friday from 2:45-4:15 pm. All classes use up-to-date technology, class set of ipads, dictionaries in native language, class texts and literature, computer lab.

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: Liberty High School Academy for Newcomers uses Generation Ready Consultants. The Title III grant would pay for four visits. Liberty's Consultant works with three teachers for seven weeks. This school year, Liberty hired six new teachers: three ESL and three content area teachers. All of them are new to teaching and are NYC Teaching Fellows. They will receive priority for one-to-one professional development sessions with the Generation Ready coach. The coach works with teachers on SIOP lesson planning, instructional strategies specific to ELLs, on going assessment of students, productive group work, questioning and discussion techniques for beginner ELLs, and gradual release of instruction model of teaching. The coach is at Liberty weekly, on Friday. He observes classroom instruction and then debriefs with the teacher to develop a tailored action plan for each teacher. At the end of the seven week cycle, the teacher receiving assistance from the coach opens his or her classroom to colleagues for intervisitation as a lab site. During the lab site visit, coordinated by the Generation Ready Coach, teachers observe and debrief offering warm and cool feedback.

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: This year Liberty High School added a Parent Coordinator to the staff, Maria Mackliff. It is important to note that all of our parents are parents of English Language Learners. Maria Mackliff surveyed our parents to assess their needs and interest for workshop topics since many of them are immigrants and working several jobs. Liberty will allocate some of the funding of this grant towards engagement translation and interpretation services for all languages at Parent Teacher Association Meetings and interpreters for our School Leadership Team Members so members can focus on agenda items and other can translate for parents. Additionally, some of the documents that are provided on the DOE website are not currently available in the languages we service at Liberty HS; therefore, we must contact an outside vendor for translation services. Some of our workshops require interpretation services in languages we don't offer in house. The workshops that are specifically designed for our ELL parents and target new immigrant families are tentatively scheduled for the following times:

1. Housing, Health and Human Services scheduled for September 17, 2014
2. Immigration and Documentation scheduled for October 16, 2014
3. Navigating the School System including parental choice / NCLB/ Common Core Standards, and setting up email for ARIS, scheduled for November 5, 2014
4. Pathways to Graduation and Requirements scheduled for December 11, 2014
5. Applying for College scheduled for January 8, 2015
6. Financial Aid planning and Tax workshop scheduled for February 10, 2015
7. The Kitchen Theater Arts Production Looking at Your Child's work scheduled for March 10, 2015
8. Measuring Student Success and preparing for grade promotion, scheduled for April 2, 2015
9. The Rubin Museum Looking at Your Child's Work and Museum Tour and Visitation scheduled for May 7, 2015
10. State of the School and Celebrating successes scheduled for June 11, 2015.

In addition to our planned workshops for ELL parents, Liberty would like to plan one college visit for parents with students to engage them in the college application process and open the discussion about college and career readiness. This trip would coincide with the January meeting listed above. Parents are notified about these events via our phone master system in several languages and notices are backpacked home with students. Many of our parents never experience New York City culture and life because of economic circumstances. In order to bridge this gap and to engage new immigrant parents with school life and culture the Parent Coordinator would like to plan one trip to the Theater District so they can experience NYC culture. This trip would be open to the students and parents in our Welcome to NYC Life class taught by Mr. Kassim. This trip will occur during the Spring Term to coincide with March's meeting listed above.

Part E: Budget

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

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