

**2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):	30Q450
School Name:	LONG ISLAND CITY HIGH SCHOOL
Principal:	VIVIAN SELENIKAS

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Long Island City High School School Number (DBN): 30Q450
School Level: High School Grades Served: 9-12
School Address: 14-30 Broadway, Astoria, NY 11106
Phone Number: 718-545-7095 Fax: 718-545-2980
School Contact Person: Vivian Selenikas Email Address: vseleni@schools.nyc.gov
Principal: Vivian Selenikas
UFT Chapter Leader: Ken Achiron
Parents' Association President: Anita O'Brien
SLT Chairperson: Ken Achiron
Student Representative(s): Leslie Cano and Emily Tepoz

District Information

District: 30 Superintendent: Aimee Horowitz
Superintendent's Office Address: 715 Ocean Terrace, Bldg. A Room 141 Staten Island, NY 10301
Superintendent's Email Address: ahorowi@schools.nyc.gov
Phone Number: 718-420-5657 Fax: 718-420-5677

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 202 Network Leader: Nancy DiMaggio

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 School Comprehensive Educational Plan (SCEP) 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:

- 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*.
- 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.**
- 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)
Vivian Selenikas	*Principal or Designee	
Ken Achiron	*UFT Chapter Leader or Designee	
Anita O'Brien	*PA/PTA President or Designated Co-President	
Tracey Brown	DC 37 Representative, if applicable	
Leslie Cano Emily Tepoz	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Maria Rodriguez	Member/ CSA	
John Garvey	Member/ Teacher	
Peter Muhlbach	Member/ Teacher	
Christina Kounalis	Member/Parent	
Catherine Moulavassilis	Member/ Parent	
Djemba Shutsha	Member/ Parent	
Cassandra Swan	Member/Parent	
Chevion Weaks-Lopez	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

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

The School 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> 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 administrators value each other. 	

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

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 SCEP Development

School Leadership Teams should engage in the following steps:

- **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.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** 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.
- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and complete the ELT program description.
- **Step 6:** 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: SCEP Overview

Develop a narrative summary that includes:

- 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.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Long Island City High School was in a process of turnaround during 2011 – 2012 school year. The Quality Review conducted during the 2011-12 school year determined the school to be "Proficient" according to the criteria. Under the leadership of the new principal in the Fall of 2012, who implemented many structural changes, the school earned a "Well Developed" rating during 2013 – 2014 Quality Review and the school has met ALL targets in ELA and Math in all subgroups during 2013-2014. The school community shares the rigorous vision as indicated in the 5 SCEP goals for improved student achievement and well-being at LICHS .

Our Vision:

Long Island City High School is committed to the development of a safe and productive learning environment that fosters a meaningful and respectful collaboration among students, staff, parents/guardians, and the community in order to achieve common goals. With a strong focus on promoting literacy and communication skills across the curriculum, instruction will be delivered through smaller learning communities. Our curriculum is shaped by the consistent collection and analysis of data, rituals and routines, active engagement, and opportunities to apply new knowledge supporting a culture of responsibility, citizenship, and self-directed, lifelong learning.

Our Core Values:

- Dedication to academic achievement through hard work, persistence and collaboration
- Celebrate the diversity among our LICHS family and promote a safe environment with respect for all
- Be responsible! Think first, make good choices and strive to become the leaders of tomorrow
- The future is not some place we are going to, but one we are creating.

Smaller Learning Community Mission Statements:

- **Academy of Humanities and Urban Culture (HUC):** The Academy of Humanities and Urban Culture helps students turn passions into careers. By making connections across the disciplines through humanities, culture, and the arts, our students become well-rounded individuals who have the skills to serve their community today and in the future. A partnership among educators, students, and their families, HUC allows students to discover who they are and who they hope to become as they prepare for college, careers, and a lifetime of learning.
- **Academy of Wellness and Education (AWE):** We are the future teachers, health professionals and athletes of Long Island City High School. As members of the Academy of Wellness and Education, we strive to positively contribute to the Long Island City High School community through propriety, ethical decency and diligence. We understand the importance of personal responsibility and hard work in accomplishing our goals for the future. We cannot change the actions of others, but always do our best to promote academic achievement by demonstrating the behavior and work ethic necessary to ensure a fulfilling future. If we set an example for our peers as independent thinkers who are committed to our own health, and are consistent with our ambitions and persistent in our goals we will attain academic and personal success.
- **Culinary Arts And Restaurant Hospitality Management Academy (CUL):** The students in the Culinary Arts and RHS small learning community will learn technical skills they will be able to apply in their careers and in everyday situations. The 21st Century skills learned in our subject areas promote and foster college and career readiness. In our small learning communities we promote respect. In our courses, we apply all of the core subjects. Our technical courses enhance individual strengths in all subjects that will embrace lifelong learning.
- **Global Languages Academy (LANG):** Our goal is to equip student with the skills they need to be successful learners and to be ready for the challenges of today's globalized society. The Global Languages Academy believes that languages and technological skills will open a world of possibilities to our students. We will prepare students to compete in a global economy by focusing on languages, technology, and communication skills that will ensure their success in post-secondary education and careers. The Global Languages Academy provides supports and opportunities for students interested in international business, travel and in careers in tourism and hospitality.

- ***New Explorers Academy (NEA): "Looking to Discover" Vicente Constantine,*** In our small learning community, every 9th grade student is known, valued, treasured and taught by our faculty in a partnership with the family. In order to prepare our students for a successful high school career and for competitiveness in the 21st Century, the New Explorers Academy promotes learning through inquiry, discovery and research. Student achievement is supported by fostering educational excellence and providing a quality education for young people from diverse academic, social, cultural and economic backgrounds. Our small learning community also offers student a nurturing and disciplined environment and promotes student responsibility, respect, scholarship, leadership and outreach.

Strengths:

- The SCEP goals drive the school plan around improved outcomes in graduation rate, student achievement in core content areas, student credit accumulation, attendance, and school culture. The leadership of LICHS collaboratively developed a multifaceted school-wide plan. Data driven strategic decisions have been made to meet the needs of our students. Collaboration, communication, and program structures have been put in place, revised as needs indicated with personnel and resources to support the structures. The school's wall-to-wall SLC structure, which personalized the environment in all ten of our SLC strands, created a "one-stop" personalization for all constituencies of the school. Staff roles within the SLCs are designed to enable communication amongst staff, students and their families. Each SLC has personalized the school-wide vision to meet the needs of the students who have selected that SLC. School leaders collaborate toward results oriented, ambitious, specific and measurable goals. Evidenced in conversations during meetings, memos, communications with parents there is a palpable sense of urgency. All constituents realize that improved student achievement is the overarching priority for our community's work. A significant component of the plan involves improving teacher effectiveness. Implementation includes observations, feedback, next steps and professional development components. (Tenet 2, SOP:2.2-2.5)
- Aligning our curricula in across all areas of study to the Common Core Learning Standards has enabled our staff to better meet the needs of our students. Teachers share the common language of CCLS, common instructional goals, common assessments and common strategies to meet those goals. Across the school, teachers use a variety of complex materials appropriately aligned to CCLS that address student needs, incorporate the arts, technology and other enrichment opportunities, increasing rigor while aligning to CCLS via SLC activities. The system in place for providing students with feedback is multifaceted as well. In-class components include a variety of formative and summative assessment tools, use of rubrics and next steps. Reports are provided to both students and families in several forms as well besides the traditional Marking Period report cards. Parents and staff use the tools to empower students to take ownership of their learning. (Tenet 3, SOP:3.2-3.5)
- LICHS has developed a personalized learning environment for our school community through the SLC initiative. Professional development has supported the use of instructional practices that stimulate deep levels of questioning and thinking in students, engage students in learning and achieve lofty goals. Lead Teachers support teachers and teacher teams in using instructional practices and strategies that are adaptive and aligned to school-wide goals and plans, student needs for units and lessons. The school has focused its efforts on creating an environment that is both intellectually stimulating and physically safe for all students. Educators work together, with support staff, with students and families to create a thoughtful learning environment where a strong culture of mutual respect permeates throughout the entire school community. As part of this, teachers use a wide variety of data to create lessons that meet the needs of all students with strategies, adaptations, purposeful grouping, formative and summative assessments. (Tenet 4, SOP:4.2-4.5)
- The multifaceted, distributive leadership structure of the school has enabled all stakeholders to positively impact academic and social success of the students at LICHS. Leadership is not limited to the Principal and cabinet. It includes Lead Teachers, SLC teams, students, and families in reviewing data, providing feedback and designing a plan for addressing needs. The SLC structure enables all stakeholders to collaboratively collect, analyze and use a wide variety of data to address student social and emotional needs while creating pathways to academic success for them. (Tenet 5, SOP:5.2,5.4,5.5)
- LICHS articulates its vision through the establishment of our four Core Values, developed collaboratively and proudly, displayed throughout the building. These Core Values in summary, dedication to academic achievement, being responsible, celebrating diversity and creating our future, promote belonging, community, safety and ownership by all constituencies. (Tenet 5, SOP:5.3)
- LICHS staff shares a commitment to communicating with all constituencies, students, families, colleagues, and

partners to support the child's academic achievement and social emotional growth. The Home-School connection at LICHS goes far beyond simply focusing on the students. Staff members work diligently to create and sustain a high level of family engagement which includes support students and their families as well as partnerships where families are offered the opportunity to participate in world-class Arts activities. Structures and protocols are in place that ensures communication and understanding by all stakeholders. LICHS's leadership, and staff share data with all constituencies in a transparent manner that is designed to empower families to support the work of the school. Students cannot be academically successful without support including social and emotional components.(Tenet 6, SOP:6.2-6.5)

Challenges:

Designations like "transformation school" and "priority school" negatively reflected on school enrollment in the past four years. Data shows that mean score of Grade 8 exams in ELA and Math of each student cohort is getting lower: Cohort Q – 2.17 and 2.57; Cohort R – 2.18 and 2.5; Cohort S – 1.65 and 1.73; Cohort T – 1.84 and 1.85. Student enrollment has decreased each year since the designation (SY 2011-12 3359, SY 2012-13 2973, SY 2013-14 2522, current SY 2014-15 2181) thereby reducing funding significantly impacting staffing and resources available to support improved student outcomes. With less, we are determined to collaborate to do more and overcome the obstacles.

As a Renewal School, we will begin (or expand) implementation of the following school improvement strategies during this school year:

- Expanded learning opportunities for all students, including additional instruction provided during after-school and/or summer programming provided in collaboration with community partners
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Additional, focused strategies to increase parent and family engagement

We will also undergo a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

30Q450 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	2149	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	55	# SETSS	7	# Integrated Collaborative Teaching
				122
Types and Number of Special Classes (2014-15)				
# Visual Arts	21	# Music	34	# Drama
				1
# Foreign Language	86	# Dance	N/A	# CTE
				18
School Composition (2013-14)				
% Title I Population	71.0%	% Attendance Rate		78.6%
% Free Lunch	71.6%	% Reduced Lunch		7.1%
% Limited English Proficient	13.2%	% Students with Disabilities		16.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		11.7%
% Hispanic or Latino	62.1%	% Asian or Native Hawaiian/Pacific Islander		15.2%
% White	10.1%	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)		13
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		9
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	1.3%	% Teaching Out of Certification (2013-14)		4.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		9.84
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	49.2%	Mathematics Performance at levels 3 & 4		60.4%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	75.5%	% of 2nd year students who earned 10+ credits		69.3%
% of 3rd year students who earned 10+ credits	65.1%	4 Year Graduation Rate		62.9%
6 Year Graduation Rate	65.9%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School	X			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		NO
White	YES	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	YES			

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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:	
1.	For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
2.	For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	HE
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	HE
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	HE

Part 1b. Needs/Areas for Improvement:	
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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. 	

(Tenet 3)An extensive comprehensive needs assessment was conducted collaboratively by all constituencies of the staff siting data from numerous sources including DOE reports, NYSED data, classroom observations, and formal and informal assessments. With the goal of providing rigorous instruction that challenges students with curricula that meet students where they are and customize inclusive, motivating instruction, aligns practice and content to Common Core strategies within and across grades, LICHS has engaged in on-going activities which will be indicated among others in the action plan section related to instruction that support improved student achievement. While the Annual Goal focuses on improving the ELA Regents passing rate, the activities to support are designed to enable improved student performance in all subjects and on all Regents Examinations. By focusing on curricula alignment to CCLS, literacy across all content areas, our writing initiative: “Writing to Engage/Writing to Learn”, and teacher collaboration all students will be engaged in learning skills that will enable them to succeed. Curricular materials are selected as tools to implement the CCLS and CTE, industry and NYS Learning Standards, and many instructional and assessment tasks are planned to be rigorous, engaging, and interdisciplinary. However, some lesson plans explicitly include targeted strategies for the students, or groups of students, based on ongoing analysis of formative assessments. HSRI coaches, Metamorphosis and WITsi PD sessions will train teachers to use protocols to develop targeted intervention strategies and Universal Design for Learning (UDL) and to better understand CCLS shifts. Many of the activities in part 3 (Action Plan) support more than one of the elements of the Capacity Framework.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

The passing rate on the June 2013 English Regents was 42.76%. By June 2014, the passing rate on the English Regents increased to 51.37%, as measured by a score of 65% or higher in the 2012-2013 accountability year. By June 2015 the passing rate on the English Regents will increase to a minimum of 60%

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <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 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Curriculum teams in core subjects meet weekly to ensure alignment with Engage NY curriculum and implementation of LDC model use the online tool Rubicon Atlas to facilitate that a transparent , inclusive curriculum is learned. This structure is supported in SLC by Lead Teachers and during Wednesday PD sessions, as well as through classroom inter-visitation. • Professional development for the school wide initiative “Writing to Engage/Writing to Learn” across all disciplines is designed to impact student achievement. • Professional development and implementation in lesson plan of the UDL model, WITsi, and Metamorphosis, SIOP, HSTW LDC Modules • Engage in inter-visitation cycles to gauge effectiveness of assessment practices to improve pedagogy 	<p>All content area teachers</p> <p>Participating teachers & HSRI coaches</p>	<p>Weekly throughout the year</p> <p>Ongoing</p>	<p>Teachers, Lead Teachers and Assistant Principals</p> <p>HSRI coaches</p>
<ul style="list-style-type: none"> • ESL and ISS teachers collaborative plan with their content area colleagues and provide push-in supports and strategies • ISS co-teacher s attend weekly PD sessions with their content area colleagues • Teachers incorporate language objectives in content area daily lesson plans • 21st Century Grant PD series for co-teachers • The ICT model for Advanced Placement Global Studies and AP US History & Government courses enables ISS student to participate in rigorous college level course work. 	<p>ESL and ISS teachers paired with their content partners</p>	<p>Ongoing</p>	<p>Teacher pairs and Assistant Principals</p>
<ul style="list-style-type: none"> • Families have access to Jupiter Grades which allows them to monitor their child’s progress in every daily subject and communicate through this system via email. • Families are provided professional development around CCLS, literacy, use of Jupiter Grades 	<p>Teachers, students and family members</p>	<p>Ongoing</p>	<p>Teachers, the Principal and Assistant Principals</p>
<ul style="list-style-type: none"> • Teams of teachers collaborate to revise curricula, implement instructional strategies that engage students in learning rigorous college and career ready skilled curricula during 	<p>Teachers</p>	<p>Ongoing</p>	<p>The Principal and Assistant Principals</p>

Common Planning Time (CPT).			
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Part 4 – Resources Needed

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

Resources needed include: All staff members through participation in SLCs, PDs, ELT programs: technology required for Jupiter Grades and Atlas Rubicon, communications and collaboration between staff, students and families; HSRI coaches

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 I 1003(a)		Title IIA	X	Title III		P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

- Priority funds are used to support the English passing rates
- Breakfast & Books program per session for teachers \$16,867
- Lunch & Learn coverages for teachers \$56,713
- Saturday Regents Tutoring \$44,316
- Curriculum alignment \$17,776
- Spring Vacation Academy \$5,303

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.

January 2015 ELA Regents results will be over 50% passing with score of 65% and above.

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

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

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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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	HE
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	HE
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	HE
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	HE

Part 1b. Needs/Areas for Improvement:

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
6. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

(Tenet 5)The SLC structure has been strengthened for SY 2014-15 by incorporating in its design distributive leadership where each SLC hub is designed to support the child’s social, emotional and academic growth. The Assistant Principal, Lead Teacher, designated Guidance Counselor, BST(Behavioral Support Teacher), assigned Social Worker, assigned Parent Coordinator and SLC classroom teachers collaborate daily to positively impact student achievement through case conferencing, data collection, and analysis to address student social and emotional needs while creating pathways to academic success for them. The BST’s responsibility is to address concerns before they have negative impact. SLC data is disaggregated for scholarship reports, attendance reports, and incident reports are utilized as new data becomes available during SLC daily meetings so that all constituencies know the needs of their students. Similarly, school leaders analyze disaggregated and school wide aggregated along with school wide disaggregated data by subgroups to create action plans that address the assessed needs. The support teams within each SLC respond to request for support from the leaders, teachers, parents, and students. Many programs, services and supports are effectively in place across the school to attend many needs of some students which contributes to a healthy learning environment. The support should be known to all students and the systems should be interconnected across the school to identify, plan, and monitor the meeting of the social and emotional needs of all the students. Many of the activities in part 3 support more than one of the elements of the Capacity Framework.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

The 2012-2013 attendance rate was 78.2 percent, as calculated by ATS for the 2012-2013 NYC Progress Report. The 2013-2014, attendance rate was 79%. The 2014-2015 school attendance rate will be 83%, an increase of 4%

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <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 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Ongoing SLC recognition and celebrations for students with perfect and most improved attendance. • School wide and SLC systematic and immediate parental outreach when students are absent. • The SLC serves as the student’s social emotional and academic HUB. Students have access to academic resources, student teacher conferences, guidance counselors, social workers, behavioral support teachers and content area teachers who provide targeted intervention to students by conducting regular and frequent outreach, including those students that do not seek assistance are targeted. • During common planning time, teachers are engaged in discussion with teacher teams and support staff to support the social emotional development of the students, engage in teacher planning, inquiry work, case conferencing, professional development, and targeted student tutoring. • All staff members engage in collaborative discussions to improve performance, attendance, scholarship and social emotional development for students. Data is drawn from a variety of sources, including the Progress Report, the School Report Card, the Graduation Tracker, ATS reports, Marking Period Scholarship Reports, periodic assessments, Regents, NYSESLAT, and current Regents statistics, and monthly attendance reports • Departmental and SLC Inquiry teams identify at-risk students and track progress for Regents-readiness and credits. Diagnostics, mid-term and mid-year assessments, 	<p>All staff</p>	<p>Ongoing daily throughout the year</p>	<p>Lead Teachers (LTs), Behavioral Support Teachers (BSTs), Guidance Counselors (GCs), SLC members and Assistant Principals (APs)</p>

<p>are administered and students needing additional academic support identified. Support is provided through content area classes, SLC and after- school tutoring, Saturday tutoring academy, extended day and the AVID program. Teacher teams design instructional strategies that address students' needs and support credit accumulation.</p>			
<ul style="list-style-type: none"> • Guidance Counselors conduct cohort and SLC specific classroom lessons and assemblies focusing on graduation requirements, student programming, and the student support services available. • The AVID program provides students in all grades with strategies with learning, outside tutors to help students identify their area of need and ask questions regarding their work and promoting college readiness. • Students that are off-track for graduation due to lack of credit accumulation are identified and provided the following opportunities: extended day courses, online blended courses, catch-up work, physical education boot camp, and specially designed semester-based courses, Lunch and Learn program, Breakfast and Books program. Students that are off-track for graduation due to Regents examinations they have not as yet passed are provided with specific content concepts utilizing Castle Learning with which they have struggled in the academic area and the literacy skills required for success on the exam(s) as a result of an item analysis of their previous assessment work. 	All students	Ongoing throughout the year	Lead Teachers (LTs), Behavioral Support Teachers (BSTs), Guidance Counselors (GCs), SLC members and Assistant Principals (APs)
<ul style="list-style-type: none"> • Parent Coordinators conduct outreach and monthly workshops for families including one-on-one Jupiter Grade support for parents. • Ongoing parental outreach to keep parents informed of student's progress and development include sharing opportunities for Catch-up assignments, and tutoring are communicated to parents and students via letters, phone calls and email through Jupiter Grades. • SLC intervention meeting with students, teachers, families, behavioral support teams and guidance counselors promote academic, social and emotional well- being of the students • School has an onsite health clinic sponsored by Elmhurst Hospital that provides students with physical and emotional health services. • School created partnerships include: The Apollo Theater Academy, Baryshnikov Art Center, and Martha Graham Dance Group, The NYC Opera provide students and families with on-site and off-site workshops to enrich their emotional development. • The partnership with Zone 126 and dedicated Parent Outreach Community Coordinator housed in the NEA HUB for 9th grade students' to establish a future of success. • SLCs celebrate student successes in a series of academic award ceremonies where families, students, teachers, counselors and other staff recognize departmental attendance and school-wide academic achievements in an 	Parent Coordinators, SLC staff, students and family members	ongoing	Lead Teachers (LTs), Behavioral Support Teachers (BSTs), Guidance Counselors (GCs), SLC members and Assistant Principals (APs)

assembly format.			
<ul style="list-style-type: none"> Teachers set clear classroom expectations through the use of our LICHS Student Handbook and individualized classroom and department contract that create a coherent learning environment Student council meetings with principal and representatives of our diverse student population provides a forum for student leadership Students in AVID classes receive the following additional supports: have “buddy” system, receive individual conferencing with AVID teacher focusing on goal setting, time management, and stress management. Every Friday AVID students are engaged in “Team Building” activity. Every AVID teacher serves as a mentor and follows up on students’ academic and social and emotional development Leadership students have implemented “Big brother/big sister” mentoring and tutoring program, based on the needs of data provided through a parent survey, that operates from room 321 six periods a day. Students are matched to their mentor based on mentee’s academic needs. All SLC members participate in the “Adopt 5” initiative. 	All staff and students	ongoing	Lead Teachers (LTs), Behavioral Support Teachers (BSTs), Guidance Counselors (GCs), SLC members and Assistant Principals (APs)

Part 4 – Resources Needed

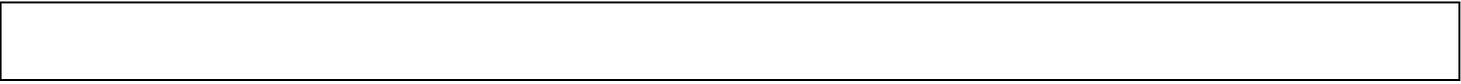
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Resources needed include: All staff members through participation in SLCs, PDs, ELT programs: technology required for data analysis, Jupiter Grades, communications and collaboration between staff, students and families; HSRI coaches; CBOs and partnership supports.

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 I 1003(a)		Title IIA	X	Title III		P/F Set-aside	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
<ul style="list-style-type: none"> Priority funds are used to support AVID \$3645 Breakfast & Books program per session for teachers \$16,867 Lunch & Learn coverages for teachers \$56,713 													

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.				
Attendance for cohorts Q,R,S & T will be over 80% for YTD by January 2015				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 	X	Yes		No
<ul style="list-style-type: none"> 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	HE
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

Part 1b. Needs/Areas for Improvement:

9. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

10. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

(Tenet 4) Lead Teachers support teachers and teacher teams in using instructional practices and strategies that are adaptive and aligned to school-wide goals and plans, student needs for units and lessons. During SLC activities, teachers and teacher teams use Student Work samples, ARIS, SESIS and NYSESLAT skills report data to determine how to address the needs of specific groups of students. All staff members are engaged in the continuous cycle of inquiry with colleagues. SLC professional development has been designed enable teachers to use of instructional practices that stimulate deep levels of questioning and thinking in students, engage students in learning and achieve lofty goals. Educators work together in the hubs, with support staff, with students and families to create a thoughtful learning environment where a strong culture of mutual respect permeates throughout the entire school community. The school leaders have established a widely known instructional focus on writing and professional learning. Many teachers plan quality lessons and engage students in activities reflective of several pedagogical shifts of literacy, in a healthy learning environment. These should be consistent across subjects and departments. Formative assessment activities should results in adequate matching of activities with the individual needs of each learner. HSRI coaches and PD session will help teachers develop a better understanding of the CCLS shifts that need to be addressed in assessments. Many of the activities in part 3 support more than one of the elements of the Capacity Framework.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, at least 75% of the students in the school will earn 10+ credits in their 3rd year, an increase of 7%

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • The SLT, UFT building committee, School Leadership Committee (SLC) , and the instructional cabinet review, and evaluate data, plan, share and revise school academic supports to meet the targeted needs of our students 	SLT members, Lead Teachers, UFT committee participants, cabinet members	SLT & UFT BC:monthly Cabinet and Leadership: weekly	The Principal, Aps, LTs, UFT Committee members, SLT members
<ul style="list-style-type: none"> • PD focuses on instructional strategies that provide for multiple entry points for all learners, align with a rigorous CCLS curriculum, , address needs and gaps identified, incorporate the school-wide “Writing to Engage/Writing to Learn” initiative • Instructional rounds inform PD by evaluating current rigor and focusing strategies on consistent teacher practice 	All pedagogues All teachers	Weekly Ongoing	Assistant Principals, Lead Teachers, HSRI coaches Principal. Assistant Principals, HSRI Director and Coaches
<ul style="list-style-type: none"> • An updated Student Handbook for SY 2014-15 is provided to parents and students including school regulations, academic and behavioral expectation as well as individualized class contracts. • Professional development for parents focus on school-wide academic, social, emotional concerns, include the data sources and their use, school initiatives, opportunities for student supports, the ICT classroom model and special timely events. 	Staff, families, students Parent Coordinator	At the beginning of each term During or after school hours	Assistant Principals, teachers Parent Coordinators and the Principal
<ul style="list-style-type: none"> • Student Government enables students to express concerns and work with leadership to find solutions • CPT includes designated days for group and individual student tutoring provided by their SLC classroom teachers • SLC and Department PD meetings designate time for collaboration to improve performance, attendance and 	Students and school leadership Selected and interested students All teachers	Ongoing Ongoing Weekly	SG Advisor and the Principal All teachers Lead Teachers and Assistant Principals

scholarship			
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Part 4 – Resources Needed

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

Resources needed include: All staff members through participation in SLCs, PDs, ELT programs: technology required for data analysis, Jupiter Grades, communications and collaboration between staff, students and families.

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 I 1003(a)		Title IIA	X	Title III		P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

- 21st Century Grants support academic Extended Learning Time \$79,184
- Priority funds are used to support the achievement of this goal through Breakfast & Books \$16,867
- Lunch & Learn \$56,713
- Saturday Regents Tutoring \$44,316
- Curriculum Alignment \$17,776
- Spring Vacation Academy \$5,303
- Apex Online Learn \$1,670

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:

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

The scholarship report for MP3 will indicate at least 60% of 3rd year students will be on track for earning 10+ credits by January 2015.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	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 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
12. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	HE
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	HE
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	HE
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	HE

Part 1b. Needs/Areas for Improvement:

13. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
14. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

(Tenet 2) School leaders have designed a system that is dynamic, adaptive and interconnected by the implementation of the school’s SLC structure that will guide the cycle of continuous improvement and action where collaboration, communication, and program structures enable revisions as needs indicate with personnel and resources. Distributive leadership is evidenced by weekly meeting of school leaders, including the cabinet members, Lead Teachers, and Parent Coordinators, that impact the work of the SLC teams. The SLC teams monitor student data, participate in inquiry, share best practices communicate with colleagues and families to improve the quality of student life and achievement. An extensive cadre of administrative and teacher leaders has successfully implemented five small learning communities and are focused on critical school improvement goals of increasing academic achievement, attendance, and graduation rates. Creative use of programmatic and human resources has resulted in many integrated and increased opportunities for students. These opportunities must serve all students. Structures for formal and informal observations are in place where actionable feedback is provided to school leaders and teachers. A system to monitor and norm the quality of the feedback should be established. Many of the activities in part 3 support more than one of the elements of the Capacity Framework.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

The four year graduation rate was 59% for Cohort O in August 2013. By June 2014, the four year graduation rate of Cohort P was 56.24%. By June 2015, the four year graduation rate of Cohort Q will be more than 60%, an overall increase of 4%.

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: 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	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>
<ul style="list-style-type: none"> • The SLC structure has been refined to maximize impact on all critical areas: student achievement, attendance, discipline, credit accumulation, parent engagement, and social emotional development. • Senior Assembly was conducted in October discussing graduation requirements, attendance and behavioral expectations. • Guidance Counselors, SLC Teacher Teams and Leadership review report cards and line skeds for students failing 1 or more courses. Case conferencing takes place ongoing and letters are mailed. • For subsequent Marking periods, guidance counselors review and discuss with SLCs the PASS/FAIL report. Students on this report are flagged and conferenced. Parent meetings are scheduled. • Students that appear on the FAIL /PASS are recognized in SLC celebrations and award ceremonies. • Overall trends of 15 point fluctuations are identified by AP Data and discussed with teachers and Departmental APS. • Adopt 5 Initiative. 	Cohort Q	Ongoing	All SLC staff, all departments, all Administrators
<ul style="list-style-type: none"> • Frequent cycles of observation include pre- and post-observation conferences, following the Danielson Framework for Teaching, provide all teachers with feedback that is designed to improve pedagogy to meet the needs of all students • Principal and Assistant Principals conduct daily instructional Walks to monitor instructional practice • PD for ICT teacher pairs to become more effective in their collaboration 	All teachers Participating teacher pairs	Ongoing Weekly	Principal, & Assistant Principals HSRI Coaches
<ul style="list-style-type: none"> • The SLC supports family involvement through the activities of the staff with: <ul style="list-style-type: none"> ○ attendance outreach, ○ Case Conferencing ○ inquiry ○ teacher collaboration and communication 	SLC teachers, LTs, GCs, assigned SWs, BSTs, APs	Daily	SLC teachers, LTs, GCs, assigned SWs, BSTs, APs

○ Celebration events			
<ul style="list-style-type: none"> Students have easy access to Social Workers, Guidance Counselors, their teachers when not assigned to teach a class, BSTs, and the SLC Director/Assistant Principal in the central location of the HUB. The SLC HUB is designed for collaboration and communication between teachers, staff, students, and families. 	All students	Ongoing	All staff
	All staff	Ongoing	Assistant Principals, Lead Teachers, SLC teacher members

Part 4 – Resources Needed

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

Resources needed include: All staff members through participation in SLCs, PDs, ELT programs: technology required for data analysis, Jupiter Grades, communications and collaboration between staff, students and families.

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 I 1003(a)		Title IIA	X	Title III		P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

- 21st Century Grants support academic Extended Learning Time \$79,184
- Priority funds are used to support the achievement of this goal through Breakfast & Books \$16,867
- Lunch & Learn \$56,713
- Saturday Regents Tutoring \$44,316
- Curriculum Alignment \$17,776
- Spring Vacation Academy \$5,303
- Apex Online Learn \$1,670

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:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- More than 60% of Cohort Q will earn 10+ credits by January 2015 to ensure at least 60% graduation rate by June 2015

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	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 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	HE

Part 1b. Needs/Areas for Improvement:

17. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

18. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

(Tenet 6) LICHS staff shares the commitment to effectively communicating with all constituencies, students, families, colleagues, and partners to support the child’s academic achievement and social emotional growth. Protocols for communication between staff, students and their families are in place. Phone calls, emails, and letters document communications. Jupiter Grades enable parents as well as students to review the latest data about their child. Two Parent Coordinators provide professional development to family members as well as personally act as a liaison between family members and school personnel. They create and distribute bi-monthly newsletters containing valuable information for families. Family involvement and engagement goes beyond sharing student’s academic and behavior information. Although participation is low, families are offered the opportunity to participate in world-class Arts activities provided through our numerous partnerships. The school communicates with parents and families using multiple mediums. Opportunities exist for parents to engage with teachers and school staff related to their child’s academic progress and social-emotional growth. Opportunities to discuss local and state data related to student learning and achievement should be offered. Communication with families is provided in English and Spanish but should be more consistent in other languages of the school community. Staff should be trained to build capacity to foster on-going family/school partnerships. The school should create more opportunities to learn about student needs through mutual engagement with families. Many of the activities in part 3 support more than one of the elements of the Capacity Framework.

Part 2 – Annual Goal

<ul style="list-style-type: none"> Communication between staff and families around student progress is an integral part of the SLC structure design. Families engage in phone calls and emails, and use Jupiter Grades to improve student outcomes, 	All staff and families	Daily	Assistant Principals
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Part 4 – Resources Needed

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

Resources needed include: All staff members through participation in SLCs, PDs, ELT programs: technology required for data analysis, Jupiter Grades, communications and collaboration between staff, students and families; HSRI coaches; CBOs and partnership supports.

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 I 1003(a)		Title IIA	X	Title III		P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

- Priority funds are utilized to support parent engagement \$11,128
- Priority funds used to help support Jupiter Grades \$6,000

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:

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

- At least 3 workshops will occur reviewing academic progress for students whose attendance improves significantly in Spring 2015

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

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

Action plan revisions

- A review of the allocation of resources to maximize effective outreach will be conducted by the principal and instructional cabinet.
- In the Spring 2015, workshops will be customized to meet the needs of students and their families by each Small Learning Community.

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)	<ul style="list-style-type: none"> Students who have not scored a 65 on the ELA regents Students who are not on target for credit accumulation in the English subject area 	Breakfast and Books Lunch and Learn Extended Day Blended Learning Saturday Academy SLC Tutoring in ELA	Small Group Small Group Classroom Classroom Small group Small Group	Before School Day During School Day After School Day Before and during School Day After School Day During School Day
Mathematics	<ul style="list-style-type: none"> Students who have not scored a 65 on the Integrated Algebra or Common Core Algebra regents Students who are not on target for credit accumulation in the Mathematics subject area 	Breakfast and Books Lunch and Learn Extended Day Blended Learning Saturday Academy SLC Tutoring in Mathematics	Small Group Small Group Classroom Classroom Small group Small Group	Before School Day During School Day After School Day Before and during School Day After School Day During School Day
Science	<ul style="list-style-type: none"> Students who have not scored a 65 on the Living Environment regents Students who are not on target for credit accumulation 	Breakfast and Books Lunch and Learn Extended Day Blended Learning Saturday Academy	Small Group Small Group Classroom Classroom Small group	Before School Day During School Day After School Day Before and during School Day After School Day

	in the Science subject area	SLC Tutoring in Science	Small Group	During School Day
Social Studies	<ul style="list-style-type: none"> Students who have not scored a 65 on the Global and US History regents Students who are not on target for credit accumulation in the Social Studies subject area 	Breakfast and Books Lunch and Learn Extended Day Blended Learning Saturday Academy SLC Tutoring in Social Studies	Small Group Small Group Classroom Classroom Small group Small Group	Before School Day During School Day After School Day Before and during School Day After School Day During School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students identified by Pupil Personnel Team, SLC Teacher teams, Social Workers, Guidance Counselors, Deans, BSTs and by parental request	Achieve Now Apex Blended Learning Group Counseling	Classroom Online Small Group	During School Day During School Day During School Day

Section 7: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

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

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.

Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.

Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.

Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.

Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

The ELT program at Long Island City HS is composed of Breakfast and Books, Lunch & Learn, extended day courses, Weekend Academy, 21st century afterschool clubs with regularly scheduled sessions, additional course such as double period classes, Advanced Placement Courses, College Now, and electives. Breakfast & Books takes place period 0 and period 1 to allow student to enter the building early and catch up on assignments, use castle learning software, which provides an individualized hands on tutorial system, receive tutoring from licensed teachers and peer tutors. During breaks, students can engage in a game of ping pong and socialize with their peers helping to promote social and emotional growth. Lunch and Learn classes were created to specifically target students in grade 11 & 12 who scored less than a 65 on the ELA Regents. This scheduled 5 day academic intervention incorporates Castle Learning, Portfolio work for Part 3 Question #26 & #27 and a “Books to Movies” program. Teachers of this program update student progress on Jupiter Grades. Cohort students who have not passed the US History Regents with a score of 65 or above are also mandated to attend Lunch and Learn. Extended Day Learning courses are offered in Physical Education period 0 & 1 and in core areas after school periods 11 & 12. Student who previously failed a course can retake the course in extended day in order to earn credits towards graduation. The Saturday academy is open to all students for an opportunity to catch up or be tutored in a specific subject. Students who are scheduled to take a Regents examination in January 2015 or who have previously failed a Regents exam are scheduled and mandated to attend. Teachers enter student progress onto the Jupiter Grading system to communicate with classroom teachers.

After school scheduled clubs such as Rock Band, Drama, Cheer Squad and the Acapella Club provide a safe environment for students to improve skills and take part in hands on learning activities. Participation in these clubs promote team building and social emotional growth.

Part 2c. Is the ELT program voluntary or compulsory?	X	Voluntary	X	Compulsory
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If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their

participation, with the goal of serving at least 50% of students.

Saturday Academy, Lunch and Learn and Extended Courses are compulsory. For voluntary ELT such as Rock Band, Drama and Acapella, flyers and mailings are distributed. Enrollment forms are also completed by students and parents.

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

English, ESL, Math, Science, Social Studies licensed teachers, Guidance Counselors, Social Workers, School Administrators, Cafeteria workers, Custodians, CBO partners from the Leadership Program, Urban Arts and Leap.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Resources included licensed teachers in ELA, ESL, Math, Social Studies, Living Environment, as well as CBO partners .

Part 3c. Timeline for implementation and completion, including start and end dates.

Ongoing School Year 2014-15

Part 4 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

X	21st Century	X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		C4E
	Title I 1003(a)	X	Title III		PTA Funded		Grants		School Success Grant		In Kind

List below any additional fund sources that will be utilized to support achievement of the goal.

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

Attendance in Saturday Academy, Passing Rates on January 2015 Regents exams for program participants, Credit accumulation in extended day courses for the Fall Term, enrollment in afterschool 21st century sponsored activities. Time frame, January and February 2015.

Midpoint benchmark: 90% of all identified students are enrolled in an ELT AIS program.

On February 25th, 2015 100% of all identified students are enrolled in one or more ELT AIS program.

Part 5b. Complete in **February 2015.**

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

Section 8: Title I Program Information

Directions:

5. All schools must indicate their Title I status in Part 1
6. All elements of the *All Title I Schools* section must be completed in Part 2
7. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
8. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
9. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
10. 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
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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.

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

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

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

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

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).

- Teams of teachers collaborate to revise curricula, implement instructional strategies that engage students in learning rigorous college and career ready skilled curricula during
- Curriculum teams in core subjects meet weekly to ensure alignment with Engage NY curriculum and implementation of LDC model use the online tool Rubicon Atlas to facilitate that a transparent, inclusive curriculum is learned. This structure is supported in SLC by Lead Teachers and during Wednesday PD sessions, as well as through classroom inter-visitations.
- Professional development for the school wide initiative "Writing to Engage/Writing to Learn" across all disciplines is designed to impact student achievement.
- Professional development and implementation in lesson plan of the UDL model, WITsi, and Metamorphosis,

SIOP, HSTW LDC Modules

- ESL and ISS teachers collaborative plan with their content area colleagues and provide push-in supports and strategies.
- ISS co-teacher s attend weekly PD sessions with their content area colleagues
- 21st Century Grant PD series for co-teachers
- Families have access to Jupiter Grades which allows then to monitor their child’s progress in every daily subject and communicate through this system via email. Families are provided professional development around CCLS, literacy, use of Jupiter Grades.

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.).

N/A

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.

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

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 (SCEP) 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	Funding Amount:	Place an (X) in <u>Column A</u> below to verify that
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	(i.e. Federal, State or Local)	Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	the school has met the intent and purposes of each program whose funds are 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	1,112, 790	X	10-28
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$492,716	X	29-30
Title II, Part A	Federal			
Title III, Part A	Federal	\$43,100	X	27-30
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$10,397,377	X	10-28

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 9: 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 SCEP 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)

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. **Long Island City High School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. **Long Island City High School** will support parents and families of Title I students by:

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 220
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: 7
of certified ESL/Bilingual teachers: 3
of content area teachers: 4

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The Direct Instruction Supplemental Program will consist of a 9-week Saturday Academy in the Fall, a 9 week Saturday Academy in the Spring, and a 3 day-long Vacation Academy during the Spring Recess. The academies will focus on providing ELLs opportunities for intense literacy and content vocabulary building to supplement daily instruction and to prepare students to be successful in Regents examinations. The language of instruction will be English with appropriate scaffolds to support student access to the content such as bilingual dictionaries, content bilingual glossaries, iPads (at no cost to the grant), and any supplementary instructional materials in the languages of the ELLs who attend the academies. Students will be scheduled to Saturday and Vacation academies according to their cohort. For example, the 9th grade ELLs will be scheduled for the subjects that end in a Regents examination in June: ELA, Algebra, Living Environment, and U.S. History. The 10th grade ELLs will be will be scheduled for the subjects that end in a Regents examination in June: ELA, Global, and Geometry. The 11th and 12th grade ELLs will be will be scheduled for the subjects of Regents examinations they still have not passed to meet graduation, the Advanced Regents diploma, and/or meet the college and career readiness benchmark. Our intent is to offer all our ELLs the opportunity to receive supplemental instruction that will allow them to be successful in content courses, Regents examinations, and post-secondary life.

Activity #1: ELL Saturday Academies

Historically, after school programs for ELLs at Long Island City High School have been very sparsely attended. Also, ELL attendance to the school's general Saturday Academy has also been low. This has been true when the student schedule is from 8:00 a.m. to 1:00 p.m. For this academic year we propose a modification on the Saturday time schedule to allow students to attend Saturday Academy while still having the opportunity to wake up a bit later to attend school. We propose a 9:00 a.m. to 2:09 p.m. schedule. Students will receive up to four periods of instruction during the nine Saturdays from November to January and nine Saturdays from April to June. By creating a special ELL section of the Saturday Academy focused on content vocabulary building, equipping students with the skills and strategies to be successful in reading complex fiction and non-fiction texts found in common core based examinations and in everyday post-secondary life, in addition to Regents Preparation and College Readiness, the intent is to create a welcoming and sheltered environment that intentionally uses

Part B: Direct Instruction Supplemental Program Information

instructional techniques proven to work with ELLs, including the MEAL paragraph for scaffolding writing, integration of the technology available in the Global Languages Academy Smaller Learning Community to which most ELLs are affiliated to, iPads purchased with the 2012-2013 CUNY-NYIEB grant and iPad minis purchased with the 2013-2014 the Strengthening Bilingual Education Programs grant. The program will be staffed by licensed ESL, Bilingual, and content area teachers: one licensed ESL teacher to provide ESL/ELA instructions, one licensed ESL teacher and one licensed bilingual teacher to provide collaborative teaching instruction in Living Environment, Algebra, and Geometry, one licensed Social Studies teacher with a bilingual extension for the Global Studies and U.S. History classes, one licensed Mathematics teacher for the Algebra and Geometry classes, and one Biology licensed teacher for the Living Environment classes. An Assistant Principal with ESL and/or Special Education certification will provide support and will ensure content, ESL, and Bilingual teachers engage in common planning before or after their Saturday work hours. The program will schedule ELLs in grades 9-12 whom need direct instruction and supplemental services beyond the units of service mandated as per CR Part 154. The program will consist of the following: An ESL class taught by an ESL licensed teacher that will serve at least 30 students in grades 9-12, in one of four sessions of 75 minutes each. An Algebra class co-taught by a Mathematics licensed teacher and an ESL licensed teacher that will serve at least 30 students in grades 9-12, in one of two sessions of 75 minutes each. A Geometry class co-taught by a Mathematics licensed teacher and an ESL licensed teacher that will serve at least 30 students in grades 10-12, in one of two sessions of 75 minutes each. A Global Studies class taught by a Social Studies licensed teacher with a bilingual extension that will serve at least 30 students in grades 9-12, in one of two sessions of 75 minutes each. A U.S. History class taught by a Social Studies licensed teacher with a bilingual extension that will serve at least 30 students in grades 9-12, in one of two sessions of 75 minutes each. A Living Environment class co-taught by a licensed Living Environment teacher and an ESL or bilingual licensed teacher that will serve at least 30 students in grades 9-12, in one of four sessions of 75 minutes each. In order to facilitate the work for teachers we will purchase Kathy Kinsella's Academic Vocabulary Toolkit: Mastering High-Use Words for Academic Achievement developed by Dr. Katherine Kinsella. We plan to make this valuable resource available to our ESL teachers and content teachers serving ELLs. We believe that this resource will assist our teachers in supporting ELLs to have the communicative competence to, as Dr. Kinsella puts it, "confidently utilize high leverage words in critical speaking and writing assignments." It is important to note that the teachers who serve ELLs at LICHS have received the intense three day SIOP training paid with a grant from the Rockefeller Foundation. In addition, our content teachers have attended the Q-TELL training and English 3D training as part of their professional development in the Global Languages SLC.

Activity #2: ELL Vacation Academy

The Vacation Academy will meet from 9:00 am to 2:09 pm for three days during the spring recess, April 7-9 of 2015, and will especially target ELLs and Former ELLs up to 2 years after exiting ELL status whose families cannot afford to travel. This academy will provide students the opportunity to complete catch-up work assigned by their regular day teachers as well as engage in strategically planned skills/strategies based lessons to support students' academic content vocabulary and prepare students for June Regents exams. We intent to equip our students with the strategies and content knowledge to be well prepared for their content course and for the ELA, Algebra, Global, U.S. History, and Living Environment and/or Earth Science Regents examinations. In order to facilitate the work for teachers we will purchase the

Part B: Direct Instruction Supplemental Program Information

Academic Vocabulary Toolkit: Mastering High-Use Words for Academic Achievement developed by Dr. Katherine Kinsella. The preparation for the Comprehensive English Regents will be provided by a certified ESL teacher and the content area instruction will be provided by a teacher licensed in the content area that either has a bilingual extension or co-teaches with a certified bilingual or ESL teacher. An Assistant Principal with ESL and/or Special Education certification will provide support and will ensure content, ESL, and Bilingual teachers engage in common planning before or after their Vacation Academy work hours . In addition to targeted Regents preparation using teacher made materials and Castle Learning, students will also use ESLreadingsmart for additional practice in literature and Achieve3000 for additional practice in non-fiction. By including a cultural celebration or trip within the structure of the three-day academy, we also provide students with an enjoyable activity. The cultural activity, which will represent no cost to the grant, might be a potluck event where each child brings a dish from his/her culture, a trip to a Math, Science or History Museum, or an intramural sport tournament. The teachers of the vacation academy will work with the Assistant Principal in charge to determine the most appropriate and feasible culminating event. The program will be staffed by an ESL and/or Special Education supervisor, two certified ESL or bilingual teachers, a licensed Mathematics teacher, a licensed Science teacher, a licensed Social Studies teacher with a bilingual extension, and a Health Education/PE teacher. Each class will serve at least 15 ELLs in grades 9-12, in one of four sessions of 75 minutes each. Students will be scheduled for at least three periods where they will take at least one period of ESL and at least two more classes to provide them with content building vocabulary and prepare for them for Regents exams they still may need to pass to meet graduation and/or college and career readiness benchmark of 75 in the ELA Regents and 80 in a Mathematics Regents.

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:

Long Island City High School believes that teachers need the time to engage in conversation with colleagues to discuss student data and share best practices and strategies to facilitate language proficiency and academic achievement of all ELLs, including LTELLs, ISS ELLs, and SIFE. We accomplish this by scheduling daily common planning time for all teachers in the school. In order to build the capacity of Long Island City High School staff to provide high quality instruction to our ELLs, we will offer a variety of in-house professional learning opportunities throughout the year. Title III Professional Development will consist of a during-school Inquiry team for ESL and ELA teachers of ELLs whose courses end in the Comprehensive English Regents and/or ELA common Regents examination and for teachers of ELLs whose courses end in a content area Regents Examination. ESL teachers providing push-in instruction to ELLs in content classes will engage in professional learning sessions led by the Assistant Principal of ESL every other Wednesday on assessing the needs of ELLs using Margo Gottlieb's Assessing ELLs Bridges from Language Proficiency to Academic Achievement purchased using school funds. In addition to our in-house system of professional learning opportunities at no cost to the grant, we will

Part C: Professional Development

send at least four content area teachers to two OELL professional development days to support Collaborative Strategic Reading methodology for ELLs using Long Term ELL grant funds. Also, all ESL, English, and core content teachers at LICHS will engage in a series of professional development sessions on collaborating for success and collaborative instructional partnerships paid for by this year's 21st Century Grant.

Activity #1: English Regents Inquiry Team. The ESL/ELA inquiry teams will meet during Common Planning Time (CPT) at least once a week. The focus for the 2014-2015, academic year will be to develop curriculum and sharing of best practices around the Common Core Learning Standards relating to Argumentation. The urgency for our ELLs to be successful on the Comprehensive English Regents and/or the common core Regents requires additional inquiry specifically focused on how our ELLs perform on Regents tasks and therefore the inquiry team will need one of the five Common Planning Time days a week to ensure this goal is met. The ESL/ELA Comprehensive/common core English Regents inquiry team will meet on Thursdays during their specified Smaller Learning Community (SLC) common planning time throughout the year and will be led by their SLC Lead Teacher. The teams will include ESL, ELA, and/or core content teachers of ELLs whose courses end in a Regents examination. Protocols for looking at student work will be used to identify next steps. Participating teachers include: Wilfred Cameron (ESL), Arlene Ritter (ESL & ELA), Alma Siljkovic (ESL & ELA), Christopher Watkins (ESL), Leonore Smith (ESL Lead Teacher), Crisa Kenny (ESL), Cindy Peng (ESL), Guoping Wang (ESL), Ms. Murillo (Bilingual-ISS), Mr. Jiménez (ISS), Mr. Ballinger (Earth Science), Mr. Cifuentes (Living Environment), Mr. Montoya (Chemistry; bilingual extension), Ms. Díaz (Social Studies; bilingual extension), Mr. Castaneda (Mathematics; bilingual extension), and Mr. Villegas (Mathematics). The content area inquiry teams will also meet with the ESL teachers during their assigned common planning time periods every Thursday throughout the year and be led by the Assistant Principal of ESL and/or the Smaller Learning Community director Assistant Principal of the Smaller Learning Community teachers are affiliated with.

Activity #2: Professional Development for Content Teachers of ELLs who may not yet have ESL certification or a bilingual extension will attend the content-specific Quality Teaching for English Learners (QTEL) workshops and/or other appropriate professional development sessions offered throughout the year by the Office of English Language Learners (OELL). Also, there will be in-house professional development every Wednesday during Department PD and Smaller Learning Communities PD that will include our school wide initiative of learning to engage and learning to write, best practices to address the needs of ELLs including sheltered instruction, differentiation of instruction, students' learning styles, integration of technology, and frequent cycles of cross departmental inter-visitation. In addition, High Schools That Work (HSTW) will provide professional development twice a month to Smaller Learning Community directors, Assistant Principals, Lead Teachers, ESL, ELA, and core content area teachers of all five SLCs at LICHS on the LDC model.

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

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here:

Cultural events and/or trips as part of the school instructional program and/or the Vacation Academy offer an excellent opportunity to engage families in their children’s education. We have found that parents are more likely to attend an event with their child than to come to a parent only event. The cultural activities are festive and celebratory in nature and offer parents an opportunity for active participation in the school community. All translation and interpretation needs of families will be met by utilizing the funds allocated for translation and interpretation services. Parents of ELLs will be informed of their children’s attendance and performance in their classes, Saturday Academy, Vacation Academy, and any Title III school event electronically via Jupiter grades, our electronic grading platform. Additional parental outreach will be conducted, at no cost to the grant, by our Spanish bilingual family worker, school secretary, and/or Spanish bilingual parent coordinator. The family worker and/or school secretary will conduct targeted parental outreach for ELLs at risk of failing classes due to poor classwork/participation as a result of poor attendance and for students who are not attending the Title III Saturday Academy. A family worker and/or school secretary will become the link between students, parents, teachers, and guidance counselors, thus ensuring students’ social and emotional needs are met.

Activity #1: For potluck events, parents would assist with the preparation of food and participate in the social interaction. Parents will also be invited to serve as chaperones for trips and/or other special school events. In addition, we plan to have college workshops for parents throughout the school year provided by our College advisor Ms. Diana Chan and Senior advisor Chrisa Kenny. Also, our bilingual parent coordinator, Michell Pérez and our bilingual guidance counselor, Ms. Cindy Orbegoso will facilitate parenting skills workshops when and if appropriate. The workshops will be tentatively provided on the second Saturday of every other month from October to June. The following are tentative titles of workshops we would like to offer to parents: Graduation Requirements, How to Help our Children Achieve on Standardized Tests: NYSESLAT and SAT, Jupiter Grades, ARIS: How to Monitor my Child's Academic Progress, The College Application Process, Financial Aid and Paying for College, How can I help my Child Succeed in High School.

Activity #2: This year Long Island City High School has partnered with the Socrates Sculpture Park to promote literacy via the visual arts. Most of our ELLs are scheduled to be engaged in six visits to the Socrates Sculpture Park to receive training in self-expression through the creation of three dimensional sculptures around the theme of Identity. Long Island City High School will host an exposition of the work created by students tentatively on the last week of November. Parents and teachers of our ELLs will be invited to attend this event and celebrate their children’s work. This event represents no cost to the Title III grant.

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	_____	_____

**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 30	Borough Queens	School Number 450
School Name Long Island City High School		

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

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	9	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	13	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)	2523	Total number of ELLs	346	ELLs as share of total student population (%)	13.71%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	50	4	0	14	2	1	7	2	3	71
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	109	12	4	64	13	15	102	6	63	275

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	159	16	4	78	15	16	109	8	66	346
Number of ELLs who have an alternate placement paraprofessional: <u>4</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
Spanish	0	0	0	0	0	0	0	0	0	22	16	19	14	71
SELECT ONE														0
SELECT ONE														0
TOTAL	0	22	16	19	14	71								

*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										89	63	38	38	228
Chinese										2	4	2	3	11
Russian										0	0	0	0	0
Bengali										11	12	7	11	41
Urdu										4	1	2	3	10
Arabic										11	6	6	4	27
Haitian										0	0	0	0	0
French										0	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	4	0	4
Other										6	6	6	7	25
TOTAL	0	123	92	65	66	346								

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										29	11	9	4	53
Intermediate(I)										30	32	28	26	116
Advanced (A)										64	49	28	36	177
Total	0	123	92	65	66	346								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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)	12	30	26	20	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
As a high school, we do not use any of the assessments mentioned above.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Based on enrollment data until December 18, 2013, there were 38 new admits who were eligible for LAB-R testing. Of those 38

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).
(see [RtI Guide for Teachers of ELLs](#).)
NA
6. How do you make sure that a child's second language development is considered in instructional decisions?
In order to make sure that our ELLs acquire content knowledge while developing second language skills, LICHS has managed to ensure that all ELLs have equal access to the same academic opportunities the school has to offer. To ensure that ELLs second language development is considered in the SCL structure, LICHS has the Global Languages SLC which focuses on developing students' home and second language abilities. Due to compliance demands, The Global Languages SLC, not the Freshman SLC, houses all beginner ELLs as well as all ninth grade ELLs. Ninth grade ELLs have the opportunity to select membership to a different SLC for the rest of their high school years in the spring. The Global Languages SLC currently offers its students two bilingual guidance counselors. Intermediate and Advanced ELLs also have access to the other SLCs in the building. For example, there are 313 ELLs in the Global Languages SLC, there are 26 ELLs in the Broadway Productions and Urban Cultures SLC, 8 ELLs in the Wellness and Future Educators SLC, 11 ELLs in the Culinary and Hotel and Management SLC, and 8 ELLs are in the Achieve Now (5) and LEAP (3).
7. For dual language programs, answer the following:
 - 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?LICHS does not offer a DL program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Twenty-four percent of our ELLs scored proficient on the 2013 CCLS NYSESLAT administration compared to 15% on the 2012 NYSESLAT administration. This speaks to our ability to transition ELLs to Former ELLs. Unfortunately, there is an obvious need to improve our preparation of ELLs for the Regents exams required for graduation: ELA, Algebra, Global History, US History, and Living Environment. Because these exams have enormous literacy demands, these results align with the NYSESLAT data which shows that our students need to further develop their reading and writing skills. We are taking a number of steps we have identified as likely to move students in these areas. All teachers of ELLs, including content teachers, receive intensive professional development on ESL strategies on how to address the needs of this at risk student subgroup via training from HTW, Scholastic, Lead Teachers, UFT Teacher Center Teacher, and ESL and content area Assistant Principals. Instructional strategies and materials to provide access to academic content areas and accelerate English language development to ELLs include Milestones series, English 3D program for LTEs, RIGOR program for SIFE, classroom libraries, iPads, netbooks, audiobooks, and teacher created materials. Content area teachers are provided with grade level appropriate supports such as content materials either written specifically for ELLs (English 3D and RIGOR) or that provide appropriate ELL scaffold (DK Eyewitness Books), and audiobooks via the iPad. In addition, new curriculum mapping of all ESL courses and argumentation units will be implemented in the 2013-2014 academic school year. The LICHS community is very optimistic that after putting all the above mentioned initiatives in place, ELLs will be successful both in their English language acquisition and their academic achievement reflected in credit accumulation and passing scores on Regents examinations necessary to make adequate yearly progress.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When the parents of first-time admits come into the school to register their child, the pupils accounting secretary, Calo Downing, alerts the LAB/BESIS coordinator that a Home Language Survey (HLIS) must be completed. The LAB/BESIS coordinator, Fernando Villegas, a certified Math teacher with training and experience in ESL and Spanish bilingual populations, conducts the process of administering the HLIS in the parent's preferred language. As per the DOE Assessment Memorandum #2, 2013-2014, eligibility for the LAB-R, or starting February 1, 2014, the NYSITELL, is determined by the responses to the HLIS survey and an informal interview. Mr. Villegas conducts the informal interview based on the parent's responses to the HLIS questions. As a result of this interview, Mr. Villegas determines if the student is eligible for LAB-R or NYSITELL testing and in addition, if it is appropriate to administer the SIFE oral interview. Then, he completes the school staff related sections of that document and signs it. The LAB-R or NYSITELL is administered to students with a home language other than English within the first ten days of initial enrollment. In addition, if the home language is Spanish, the student also takes the Spanish LAB exam. The Spanish LAB listening section and the instructions for the writing part of the test have been recorded on a CD by licensed Spanish teacher, Myrian Agudelo. The LAB/BESIS coordinator plays the recording for students as they take the Spanish LAB. Both the Spanish LAB and LAB-R are hand scored and these scores are kept on file. If the student is entitled to services, the parent is given an orientation session immediately after the LAB-R or NYSITELL is hand scored. As part of the orientation, he or she watches the informational video in his or her preferred language and receives the Guide for Parents of English Language Learners, also in his or her preferred language. Because of low response rate to the invitation via direct mail and backpacked letters in their preferred languages to attend afternoon and evening orientation sessions prior to September 7, 2012, we have modified the system to provide parents with same-day orientations. As part of the orientation, the LAB/BESIS coordinator answers questions about the different programs available in English and Spanish. If the parents require interpretation into another language, the following school staff members support Mr. Villegas: Arabic (Riham Gendy, paraprofessional), Bengali (Tripti Biswas, paraprofessional), Hindi (Ms. Shah, math teacher), French (Veronica Nigai, school aide), Spanish (Ms. Perez, bilingual parent coordinator; Lucia Prete, school secretary; Nidia Cedillo, paraprofessional), Urdu (Raj Chadha, paraprofessional). These staff members interpret for Mr. Villegas who is responsible for the content of the conversation. In the event we do not have a staff member that speaks the language of a parent, the DOE's interpretation and translation hotline is a resource we would make available to ensure parents make an informed decision about program options in the language they fully understand. As part of the orientation, Mr. Villegas informs parents of their rights and responsibilities as parents of ELLs. Finally, the parent completes the Parent Survey and Program Selection Form and receives a letter of entitlement and a letter of placement. Identification and testing happen on the day that the student registers; therefore, all students are identified and tested within ten days. As mentioned above, parents are strongly encouraged to stay for the New Parent Orientation session the same day. However, parents who are not available to stay are invited to an orientation session on a later date via direct mail. Students are also given copies of the invitations to bring home to their parents. These invitations are in the family's home language. Paste response to question here:
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
As mentioned before, Parents view the informational video, are given the Guide for Parents of English Language Learners, and have additional information provided to them by the LAB/BESIS coordinator as requested. Parents that do not choose one of the programs that we currently offer, free standing ESL or Spanish TBE, receive assistance from the LAB/BESIS coordinator, Mr. Villegas, in contacting the enrollment office in order to find a school that offers the program of their choice.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Since we hold the Parent Orientation on the same day as student testing, the LAB/BESIS coordinator, Mr. Villegas, gives the entitlement letter to parents by hand the same day as the hand scoring of the LAB-R exam. Mr. Villegas also collects the Parent Survey and Program Selection Form that same day which are placed in a binder for permanent records in room 121b. He then generates the placement letter and gives it to the parents by hand. All new admits identified as entitled via LAB-R testing have returned the Program Selection Form. If a student in the Spanish TBE does not have a Program Selection Form on file, the school understands that the default program is TBE. Mr. Villegas also mails continued entitlement letters to all ELLs who do not score proficient on the NYSESLAT and if parents of TBE ELLs do not request a change in program selection, TBE remains the default program.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

After reviewing the Parent Survey and Program Selection forms for the last five academic years, we have found that more than half of the parents have been selecting Freestanding ESL over TBE. In 2013-2014, out of the 20 over-the-counter students we have admitted until November 14, 2013, 4 of them have selected free standing ESL, 16 selected TBE, and 0 selected DL. In 2012-13, out of the 48 over-the-counter students we admitted, 31 selected ESL and 16 selected TBE, and one of them selected DL. In 2011 - 2012, out of the 33 over-the-counter admits, 25 chose ESL and 8 chose TBE. In 2009-2010 out of the 78 over-the-counter admits, 51 chose ESL and 27 chose TBE. In 2008-2009 there were 87 over-the-counter admits, 52 chose ESL and 35 chose TBE. The program models offered at our school are fully aligned with parent requests. Currently we offer a TBE program in Spanish. For parents who request TBE or DL programs in a home language other than Spanish, we inform them that they have the right to transfer their child to a school that offers the program they selected. If they decide to keep their child with us, we maintain their program selection on file and each year check the program selection requests for each home language at each grade level. In the 2013-2014 school year, all parents who selected TBE programs in languages we do not offer, or DL in any language, elected to keep their children at LICHS in the freestanding ESL program. In order to build alignment between parent choice and program offerings, we use an Excel file to monitor the parent requests and the number of speakers of each language, at each grade level so that we would immediately become aware if we have a group of twenty or more speakers of the same language at the same grade level. For example, we currently have 28 Arabic-speakers in the school, but only 9 of them are in the 9th grade, 6 of them are in the 10th grade, 7 of them are in the 11th grade, and 6 of them are in the 12th grade, thus we do not have the number of students necessary to offer a TBE program in Arabic. In the 2013-2014 school year, all parents who have selected TBE programs in languages we do not offer, or DL in any language, elected to keep their children at LICHS in the freestanding ESL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - A. ESL classes are self-contained and students are programmed according to NYSESLAT or LAB-R proficiency level Beginner, Intermediate, or Advanced. ESL is its own department, with eight teachers and an assistant principal who oversees all of the school's ESL students. LICHS also offers a double period Beginner-Intermediate SIFE class. In addition to the self-contained ESL classes and the SIFE classes offered, three ESL teachers push-in to content area classes for ELLs. We currently have ESL teachers pushing-in to our 9th grade Long-Term-ELL U.S. History class, ELL Geometry class, and 10th grade Long-Term-ELL Global History class.
 - B. Students are programmed for ESL classes by proficiency level. For example, The Beginning ESL classes ESN11Q1 contain 9th, 10th, 11th, and 12th graders. The same applies for the Intermediate ESL ESN11Q2 classes and the Advanced ESL ESN11Q3 classes. We also offer a self-contained Beginner/Intermediate ESL class (ESN11Q1/ESN11Q2) and ICT Beginner, Intermediate, and Advanced ESL classes. We have four licensed special education teachers (Ms. Gozzi, Ms. Murillo, Mrs. Kambosoulis, and Mr. Mackenzie) who team-teach in one of the double or triple period ESL classes. In addition, we offer a Beginner/Intermediate SIFE class. However, students are always programmed to meet compliance in terms of the number of minutes of ESL instruction per week. For the TBE classes, students are mixed heterogeneously in terms of English proficiency. For example, the bilingual US history class (HUN11QF) is composed of all students whose home language is Spanish but may include students with beginning, intermediate and advanced English proficiencies.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

At LICHS we ensure that all ELLs receive more than the minimum mandated minutes of instruction in ESL according to CR Part 154. All Beginner ELLs at LICHS receive a total of 675 minutes of ESL instruction weekly through a triple period class. In addition, several of these students also receive push-in instruction in US History, Algebra, or Sociology of Culture classes. All Intermediate ELLs receive 450 minutes of ESL instruction per week in the form of a double-period class. In addition, several Beginner and Intermediate ELLs also receive push-in instruction by a licensed ESL teacher in their U.S. History, CCLS Algebra, or Global History classes. All Advanced ELLs are programmed for a double period class that combines the mandated periods of ESL (225 minutes) and ELA (225 minutes) instruction, taught by a dually-licensed (ESL & ELA) teacher. In the Spanish TBE program, students are scheduled for a single period class of Spanish Native Language Arts (NLA) every day, totaling 225 minutes per week.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

Spanish-speaking students are administered the Spanish LAB as part of the in-take process. In addition to the LAB-R and Spanish LAB exams, LICHS has a brief placement test for new admits that includes a section where we ask students for writing samples in both their native language and English. If this sample leads us to suspect that there are literacy or learning difficulties, we follow up using either school staff member who speaks the home language of the student or the DOE translation and Interpretation hotline in order to assure that students with additional needs receive additional services. Also, students in Spanish NLA classes take a baseline writing assessment to measure students' writing progress. In addition, 9th and 10th graders in Spanish NLA classes take the ELE in the spring while 11th and 12th graders take the Spanish LOTE exam or the AP Spanish Language or Literature exams.

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

LICHS will ensure that ELLs are appropriately in all four modalities of English acquisition throughout the year by administering the ELL periodic assessment. In addition, ESL teachers also administer teacher made diagnostics created in common planning time to assess students' reading, writing, listening and speaking progress. We use Pearsons' ITA assessment, ELA Regents type assessments, and marking period reading assessments in literature and informational texts to assess our ELLs reading progress. In addition, students also take Achieve3000 lexile assessments three times a year. We assess our ELLs writing progress by engaging students in writing to learn tasks as well as ELA Regents type prompts. We assess our ELLs listening by using Pearson's ELL periodic assessment, ELA Regents like listening tasks, in-class read aloud activities, and note-taking activities. We assess our ELLs speaking by offering students the opportunity to engage in oral presentations, book talks, and turn-and-talk in-class discussion activities.

6. How do you differentiate instruction for ELL subgroups?

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

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

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

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

D. Since the most common reason for students to be in the long term ELL category is that they are not reading and writing on grade level in English, we have decided to continue the use of three specific literary strategies for this academic school year: MEAL (Main idea, Evidence, Analysis, Link) paragraphs, Read to Write (R2W) text coding and IPAD (Identify Purpose, Annotate and Draw conclusions). This

year we are adding the reading-to-learn strategies, critical reading skills, and the Literacy Design Collaborative module models for lesson development aligned to the City-Wide Instructional Expectations and Common Core State Standards in writing and reading. We are optimistic that the current initiatives put in place this year, will result in improved language acquisition and literacy for our ELLs receiving services for more than 6 years. In addition, we created a 9th grade section of U.S. History and a section of 10th grade Global History where a licensed ESL teacher pushes-in to provide the support in vocabulary development and writing LTEs need. We will utilize SIFE-LTE grant funds to cover the cost of the ESL push-in support in these two classes.

E. We continue providing all ELL testing accommodations (double time, translated edition of available assessments, bilingual interpreter for low incidence languages such as Arabic and Bengali, separate location, bilingual glossary, bilingual word for word dictionary, third read on listening passages) to all former ELLs in year one and year two after testing proficient on the NYSESLAT. We also invite year one and two former ELLs to participate in ELL Saturday Academy and other programs offered to ELLs always ensuring that current ELLs receive mandated services.

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

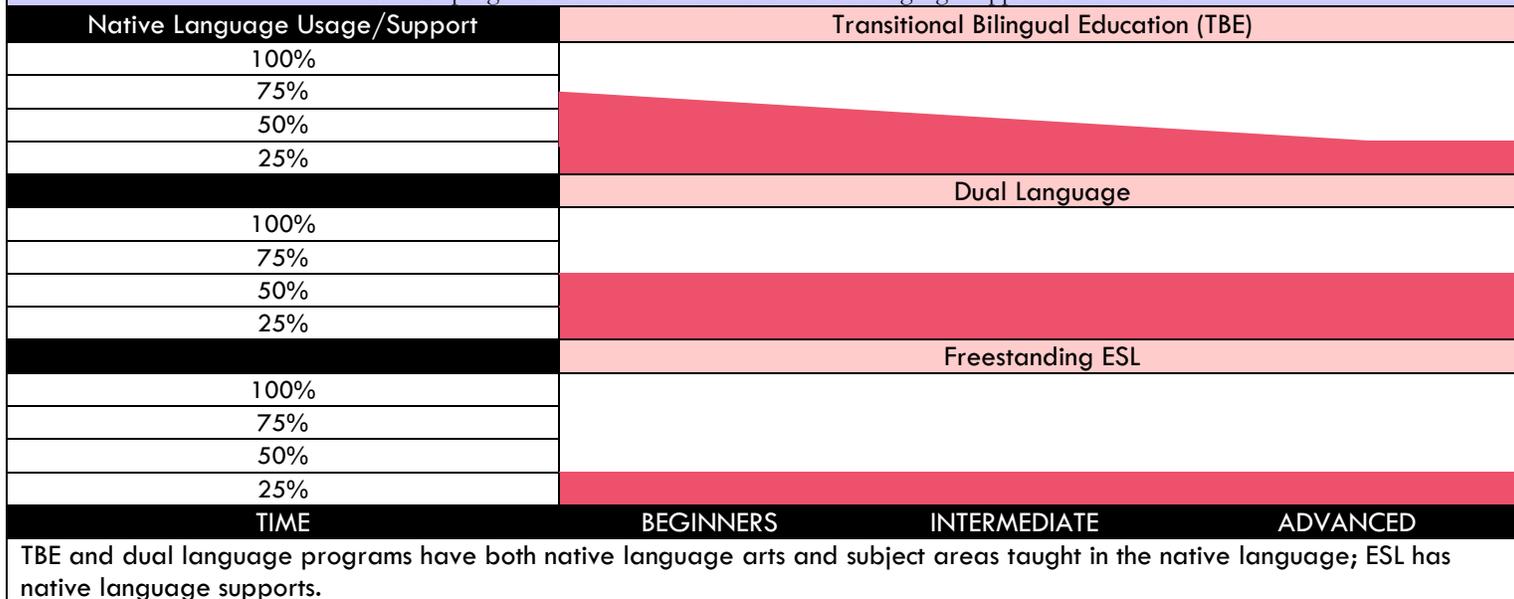
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

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

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

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

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

NA

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

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

to the school's wide range of 26 AP courses. Currently, we have ELLs in most AP classes. We provide ELLs the opportunity to enroll in AP courses in order to offer them the rigor of instruction that will enable to be better prepared for post-secondary life. Also, LICHS offers a wide variety of physical education "selectives" including swimming and gymnastics, as well as a great number of team sports, including fencing. We also have an extensive number of art and music electives. In addition, all ELLs have equal access to all clubs and Extended Learning Time opportunities such as Breakfast and Books, Lunch and Learn, and Saturday Academy.

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

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

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

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

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

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

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

NA

C. Professional Development and Support for School Staff

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

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

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

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

4. ELL-specific professional development is part of the school's yearly PD plan. The AP of ESL, Ronny Rodriguez, will work with the content area APs to expand the number of content teachers receiving the 7.5 hours of ESL specific professional development. The AP alerts departments to on-going PD opportunities to support ELLs offered through the OELL, such as QTEL. Additionally, Mr. Rodriguez is

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

D. Parental Involvement

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Long Island City High School**School DBN: 30Q450****Signatures of LAP team members certify that the information provided is accurate.**

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 2 Network: 202

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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