

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	21K728
School Name:	LIBERATION DIPLOMA PLUS
Principal:	APRIL LEONG

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: LIBERATION DIPLOMA PLUS HS School Number (DBN): 21K728
9-12
Grades Served:
School Address: 2865 WEST 19TH STREET, BROOKLYN, NY 11224
Phone Number: (718)946-6812 Fax: (718)946-6825
School Contact Person: BRUCE GONZALES Email Address: BGONZALES@SCHOOLS.NYC.GOV
Principal: APRIL LEONG
UFT Chapter Leader: RENEE THOMPSON
Parents' Association President: KEISHA BOWERS
SLT Chairperson: Rashidat Balogun
Title I Parent Representative (or Parent Advisory Council Chairperson): Yolanda Benedetto
Student Representative(s): MELODY ACEVEDO
ROBERT MERO

District Information

District: 21 Superintendent: LASHAWN ROBINSON
Superintendent's Office Address: 1150 East New York Avenue, Brooklyn, NY 11212
Superintendent's Email Address: Lrobinson5@schools.nyc.gov
Phone Number: (718) 363-7441 Fax: (718) 778-7385

Borough Field Support Center (BFSC)

BFSC: Brooklyn South/Team6 Director: Cheryl Watson-Harris
Director's Office Address: 415 89th Street, Brooklyn, NY 11209

n/a

Director's Email Address:

(718) 759-4932

(718) 935-3909

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
APRIL LEONG	*Principal or Designee	
RENEE THOMPSON	*UFT Chapter Leader or Designee	
LAKEISHA BOWERS	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
YOLANDA BENEDETTO	Title I Parent Representative (or Parent Advisory Council Chairperson)	
ROBERT MERTO	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
MELODY ACEVEDO	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
TASHAWNA JONES	CBO Representative, if applicable	
RASHIDAT BALOGUN	GUIDANCE COUNSELOR	
JOSEPH HAYDEN	TEACHER	
RICHARD GREENBERG	PARENT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
CARMELLA GREENBERG	PARENT	
LISA BROWN	PARENT	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **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. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Liberation Diploma Plus High School is a transfer high school serving students who are considered to be over-aged and under-credited. The majority of our students have had their educational process interrupted due to a variety of issues that include but are not limited to anxiety, substance abuse, parenting, depression, incarceration, homelessness, domestic abuse and community violence. The mission of our school is grounded in Sankofa, a West African word that means, "We must go back and learn our past in order to know who we are today, thereby empowering ourselves to move forward." Our students must be able to go back and analyze the factors, both external and internal, that caused them to make poor/uninformed choices. We work with students through their journey back and provide them with the support and avenues to move forward. In moving forward, students acquire the awareness that there are consequences for their choices and a lot of the work with our students is making them understand that they do have choices in how they react to their current circumstances. Our teaching and counseling staff work together to provide an academically challenging and socially supportive environment to meet the needs of all of our students. These nurturing surroundings engage and thus enable students to succeed so that they may reach their goals. Our charge is not to educate and exile, but to educate and liberate. Our mission is to develop the whole student, academically, socially, and emotionally not only from the point from where they are but also from where they were and where they plan to go.

Although the circumstances that bring our students to Liberation differ, we find that the majority of our students have anger management issues and/or levels of depression that often get in their way. Because our school is rooted in Restorative Practices, many of our students are able to move beyond their anger and depression after consistently being able to voice their hurt. There is no magic number of how many times a student sits in a restorative conversation (mediation) before students are able to own the source of their anger, however, students learn to not only take ownership for their actions but they are also able to voice how and why they reacted the way they did. Students begin to learn their triggers and we work with students in building/strengthening their skill sets so that they can minimize the triggers and/or learn how to control their reactions. Although Liberation opened grounded in restorative practices, the principal is moving toward being more deliberate in the use of restorative language and collaborative problem solving techniques. The principal, assistant principals and the social worker recently worked together on creating a protocol for students and staff members to follow when having a restorative conversation/mediation. The social worker is also working with administration to create a workshop on anger management. The principal works closely with D79 programs and has been advocating getting a full time SAPIS counselor at Liberation to work closely with our students who are struggling with and in danger due to substance abuse.

Liberation as a whole has been through a very rough few years and we have spent a tremendous amount of time healing as a school community. In 2012-2013 we were totally devastated by Hurricane Sandy. In 2013-2014 we had a student arrested during Regent exams for murder, another student arrested for setting fire in his building that ultimately led to the death of a police officer, a student murdered by a retired police officer, and a teacher that many students admired was removed from the building when we learned of an inappropriate relationship she was having with a student. In 2014-2015 we started the year with two first year teachers, had a teacher removed pending 3020a charges, and lost a teacher who had to take an early retirement to care for his grandchildren when his daughter suddenly died. In addition, we have a few students in and out of rehab/hospitals for substance abuse, students are angry with the recent events of officers killing unarmed men, and the violence in the community has taken the lives of many other young people.

We have engaged in many town hall meetings where students and staff were provided a safe place to speak openly about their feelings in addition to small group and individual conversations to help heal. Both staff and students were afforded the supports provided by Momentum as a means of community building as well as finding the tools/space to

heal individually and collaboratively. With an entirely new CAMBA staff a lot of training and support was provided by the principal, guidance counselor, and Morningside Center for Teaching Social Responsibility. In addition to individual counseling, students are receiving weekly social/emotional support in Leadership groups provided by their advisors and Momentum for Teens.

As a transfer school, most of the students who apply were LTAs or students who have previously dropped out of school and have returned to try to complete their high school education. Students who were not LTAs usually had discipline or social/emotional problems which prompted them to change schools. In addition, unlike some transfer schools, we accept students with zero credits if they pass the TABE Reading and Mathematics with a sixth grade reading and math level. As LDPHS works on preparing these students to overcome obstacles and prepare these students to become college and career ready, we have decided to simultaneously work on students social/emotional and academic skills, as research (conducted by the University of Chicago) has shown that academic success in the in high school and post-secondary institutions is tied to social skills such as perseverance and communication/collaboration.

LDPHS is currently working with the Transfer School Common Core Institute (TSCCI) coordinated by NYCDOE Office of Postsecondary Readiness in conjunction with Eskolta and reDesign in implementing strategies to help students to develop effective academic behaviors. In 2014 the core inquiry team cross-walked the academic behaviors (persistence, work habits/organizational skills, engagement, communication/collaboration skills, and self-regulation) with the Diploma Plus personal competencies. We used the competencies because they addressed the same social/emotional skills addressed in the academic behaviors piece and our teachers had been using from the inception of the school. This made the transition easier and also provided a template upon which the inquiry team made an Academic Behaviors Rubric that uses the same scale (emerging, capable, bridging, proficient, and advanced) as all of our Diploma Plus rubrics do.

The core inquiry team conducted action research throughout the 2013-2014 school-year to identify evidence for each category and level on the Academic Behavior rubric. Team members observed students in classes and made notes of behaviors (such as note taking) and how it affected learning. Then the team collaborated during the weekly meetings to align specific behaviors along the rubric scale.

For the 2014-2015 school-year, the research has been focusing on identifying strategies to use to foster these behaviors in our students. The work has enabled staff to share insight on individual students to better understand students' needs. The collaborative process has allowed staff to compare notes on what works for particular students, which has increased the repertoire of strategies to suggest. During inquiry meetings the team members are able to start by sharing strategies and anecdotes. They then apply select strategies in their interactions with students to see if they are effective. The result of these interactions are then shared with the Inquiry team at the next meeting during which all the team members are invited to ask questions and make suggestions. The team then continues the process of action research until the most effective strategies are identified and recorded. Ultimately, the goal of the inquiry team is to disseminate the rubric and strategies to the entire Liberation staff to enable them to give feedback and begin implementing the tools in every classroom.

The principal has developed key relationships with the community and created a leadership group (Liberated Leaders for C.H.A.N.G.E. (Community Helping a Neighborhood Gain Empowerment)) who are members of the Coney Island Anti-Violence Coalition. Students meet with the coalition and our local Councilman monthly to discuss strategies and offer recommendations for a safer community. The principal also partnered with a member in the community to bridge the gap between police and the community. Students in Liberation along with other students in the community participated in a basketball event in which police officers and teens teamed up to play competitively as well as talk and simply have fun together. The principal then held a dinner at Liberation Diploma Plus to honor the officers and community for coming together and taking the first steps to change mindsets. On this evening, we held a moment of silence for those we have lost, including Eric Garner and Detectives Ramos and Liu. The principal is currently working very closely with the NYPD to create a Junior Civilian Police Academy that will be piloted at Liberation. One of the goals is to encourage students to be the change they want to see in the NYPD and consider joining the NYPD.

Teachers have received professional development to help foster our pedagogy of Culturally Responsive/Relevant Pedagogy with 'Breaking the Cycle Consulting Service' team. Teachers had a series of sessions in which they were immersed in the theory and rationale of CRP and the actual practice in the classrooms. An example of this is the workshop on the relationship between Culturally Responsive Pedagogy and DFFT Knowledge of Students (1b). Teachers were taken through a series of activities that helped them deconstruct the component and align it to the pedagogy of our school. As a result, teachers are expected to align their curricula units, lessons, and teaching practices to the pedagogy of Liberation.

Liberation staff is committed to preparing all of our students to be college and career ready. Staff meetings and professional development sessions have been held with the school community to revisit our school's mission and vision to ensure that we as a school community are providing our students with a college and career ready culture. The initiatives that we have employed and the impact of our efforts are discussed below:

- Liberation has also taken steps to improve our students' college and career readiness and completing their applications to post-secondary institutions. The guidance counselor meets with students daily to complete CUNY and SUNY college applications. Parents are contacted by phone during which parents are informed of what is needed to complete each student's college application. The guidance counselor also sits with seniors to assist them in completing the FAFSA and TAP applications. Students also receive help to apply for jobs and create resumes for interviews and volunteer work. Students also receive assistance in registering for the SAT's. 100% of the senior class has had individual conferences to assess their postsecondary readiness, building culture and preparing students, match students and make the best fit opportunities with college and career. As a result of our efforts so far, 63% of the senior class have completed their CUNY applications and 4% completed the SUNY application. In addition, 29% of students have registered for trade and certification programs.
- Our guidance counselor has meetings and workshops with parents around the college application and financial aid process. Many times the guidance counselor has family intervention meetings when the parent refuses to share his/her tax information when applying for financial aid.
- All college application fees are paid via fee waivers, CAMBA budget, the principal or adults in the community are asked to sponsor a student's college application.
- Diploma Plus Elite Ambassadors Club : This club represents the LDPHS cohort of the parent club which consists of members from Diploma Plus schools. Each school has a cohort that stays with the club throughout the academic school year. The college liaison (one of our guidance counselors) is the chairperson for the Liberation Diploma Plus Elite Club cohort. This club consists of a select group of seniors who are committed to upholding the club's requirements. The requirements include maintaining a 70% or higher average per term; maintaining mature and scholarly behaviors and attitudes, attending all club meetings and workshops on college readiness; registering for the SAT or ACT; completing the FAFSA application; applying to ten colleges before the deadline for the academic year; applying for five to ten scholarships; and attending the Summer Bound College Institute.
- College Trips: It is mandatory for all students to attend college trips. We take students to local college fairs and visit both CUNY and SUNY colleges. These trips have helped to encourage students to see themselves in college and imagine life beyond high school. Student testimonies and college acceptances for students who said they never would attend college are some of the indicators that exposure to college life prior to graduation has helped change mindsets. This year our students attended the SUNY College Fair at the Jacob Javits Center, NYC Big Apple College Fair, Delaware State University, Medgar Evers College, Baruch College, and SUNY Albany.
- Internships/Seminar: We have a Learn to Work component attached to our program. All students are required to fulfill an internship (or have a job) before graduating from Liberation. Student interns are paid minimum wage and are able to work up to fifteen hours per week. Our internship coordinator assists students with finding job placement, resume writing, and interviewing skills. All interns attend seminar once a week for workshops designed to assist students with proper job etiquette, understanding taxes, banking, troubleshoot issues students may be having on the job site, and to

allow students to share positive stories. Students are also assisted with business attire when necessary. Some internships have led to full-time employment post-graduation.

- Graduation portfolio: All students must complete a graduation portfolio before receiving their diplomas. The graduation portfolio consists of best works, an updated resume, two college snapshots, a letter of thanks to their internship provider, a description of a community service project, completed college application, completed FAFSA form, a future focus essay, and an autobiography. The autobiography requires students to go on a journey from their past to present, articulate their growth/ownership for their choices and how they plan to move forward (Sankofa). Students are videotaped while reading their autobiographies and we use their presentations as motivation for present staff (reminders of the transitions students make) and the data to inform us on what contributed to each student’s success, i.e. caring teachers, supportive staff, life lessons learned, being pushed to work harder, when they realized they are worthy of success, etc.
- Struggling seniors are registered in our Achieve Now Academy which takes place after school. We offer additional academic classes, tutoring, counseling and college/career guidance. Students attending the Achieve Now Academy were given first priority to attend the SUNY Albany trip and will be going on a trip to Washington D.C.
- We hold both a female and male empowerment brunch at which we invite guests from various professions to mingle with our students. Students have built long-term relationships with these professionals that have led to internships, paid training and employment opportunities.
- Our school-wide use of the Academic Behavior document is used to support our students with specific social/emotional and academic skills such as self-regulation that students will need to be successful in college. Students are shown where they are and are offered supports to get them to where they need to be.
- The principal is currently in conversation with Medgar Evers College (our initial college partner) to become a pipeline school and to re-engage our male and female empowerment groups that has proven successful in the past.

Liberation’s 2014-2015 Quality Review yielded the following results:

Instructional Core
1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards. – Proficient
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products. - Proficient
2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels. – Well Developed
School Culture
To what extent does the school...
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations. – Well Developed
Systems for Improvement
To what extent does the school...
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. – Well Developed

Based on our Quality Review Data the elements of the Framework for Great Schools in which our school made the most progress in over this past year are Supportive Environment, Effective School Leadership and Strong Family/Community Ties. The key areas of focus for the coming school year are in Rigorous Instruction and Collaborative Teachers.

21K728 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	202	SIG Recipient	N/A
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	N/A	# SETSS	3	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	79.4%	% Attendance Rate			57.3%
% Free Lunch	79.6%	% Reduced Lunch			2.0%
% Limited English Proficient	1.0%	% Students with Disabilities			10.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American			47.4%
% Hispanic or Latino	29.6%	% Asian or Native Hawaiian/Pacific Islander			3.6%
% White	18.9%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	7.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			7.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			5.33
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	55.7%	Mathematics Performance at levels 3 & 4			46.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
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	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	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	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	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	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	NO				

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

After assessing the 2015 January Regents item analysis (CC English 63%; Algebra Regents 28%; CC Algebra 0%; Living Environment 42%; Global History Regents 20%; US History 20% pass rates), the constructed responses on the CC English Regents of 17% of students scoring above a level 4 on question 25 and 34% of students scoring above a level 2 on question 26, teacher observation data from Danielson Framework for Teaching (1a, 1e, and 3b), formative assessment data, student work products, and feedback from the spring 2015 Quality Review, students need to be exposed to more rigorous curriculum and academic tasks in order to promote higher order/critical thinking skills and evidence of college and career readiness. Student data shows a gap in teaching and learning in rigor, engaging students in productive struggle with complex texts (understanding vocabulary in context, inferring meaning, and reading stamina); developing a deep conceptual understanding in mathematics and using the habits of mind as an access point into the content; more differentiated learning tasks that maintains rigor yet scaffolds for specific learners; and an increase in argumentative literacy.

The vast majority of subject area curricula are aligned to content area and CCLS standards. The vast majority of curricula units are inclusive of the school’s Culturally Responsive and Universally Designed approach to education. All content area curricula units are inclusive of the instructional foci of the school (argumentative literacy and the Habits of Mind for mathematics) in order to promote higher order/critical thinking skills and college and career readiness. Assessments are used regularly throughout each trimester (three formatives and one summative) to monitor students’ progress towards acquiring skills and concepts related to the instructional foci and content. Teaching strategies are inclusive of instructional scaffolds to meet the needs of diverse learners.

Based on the school’s spring 2015 Quality Review findings of 'Proficient' in indicator 1.2 and teacher data in Danielson’s Framework for Teaching component 3b, along with student achievement data, an area for improvement is to raise the level of rigor in academic tasks, the quality of questions, and student led discussions in order to promote higher order/critical thinking captured in student work products, academic tasks, and discussions.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of the 2015-2016 school year, 100% of teachers will have written and been evaluated on delivering curricula units that are common core aligned, appropriately scaffolded, differentiated for all learners, and rigorous, evidenced through 'Effective' ratings via the Danielson's Framework for Teaching components 1a Content and Pedagogy, 1e Designing Coherent Instruction, 3b Questioning and Discussion Techniques, and 3c Engaging Students in Learning, through planned academic tasks, learning activities, and question quality to promote student engagement, higher order/critical thinking skills, and college and career readiness.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<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"> • Summer curriculum planning (inclusive of the instructional foci and pedagogy of Liberation) using Understanding by Design methodology to develop and/or refine curricula units to include: • Development of Trimester Assessments aligned to the curriculum () • Argumentative Literacy Instruction in reading, writing, and speaking • Habits of Mind in mathematics • Quality Essential and Guiding Questions • Socratic Seminar/fishbowl activities • Structured Debates • Instructional Scaffolds to help access complex texts • Deepening learning through academic tasks • Differentiating academic tasks yet maintaining the rigor • Professional Development Cycle around 3b and the connection to rigor. • Professional Development Cycle around differentiation in classroom instruction and the connection between 1e and 3c 	<p>All teachers</p>	<p>July 2015- June 2016</p>	<p>Assistant Principal of Instruction, Principal, and reDesign/Eskolta</p>

<ul style="list-style-type: none"> Selected Professional Learning Community periods and professional development workshop time will be used to assess the rigor in curricula units and academic tasks using a protocol to measure rigor. Ongoing professional development surrounding 3b and rigor. One on one coaching from reDesign and/or assistant principal around rigor, questioning, and discussion techniques <p>One on one coaching from assistant principal on curricula refinements and adaptations based on assessment data</p>			
<ul style="list-style-type: none"> Professional Learning Community periods used to interpret assessment data in order to refine and/ or adapt curricula units and tasks to meet the needs of all learners. Use structured protocols during PLC time in order to review student work and assessment data, curricula units and lessons, and assess the effectiveness of common instructional methods/ scaffolds that are best for specific learners. Weekly inquiry team meetings to address and plan for the academic and personal behaviors of specific students using the Academic/ Personal Behaviors' rubric and strategies. <p>Inquiry team members conduct and discuss the findings of action research based on the use of particular instructional methods used to differentiate for specific students across content areas.</p>	<p>All teachers CAMBA staff</p>	<p>September 2015-June 2016</p>	<p>Inquiry Team, Assistant Principal of instruction, Assistant Principal of Administration, and CAMBA</p>
<ul style="list-style-type: none"> Parent teacher conferences will be used as a multi-purpose tool to engage parents in the curriculum by having teachers share their syllabi, curricula unit descriptions, and samples of academic tasks. Parent letters explaining the shifts in instruction due to the common core and increased rigor in the course. CAMBA staff to maintain ongoing communication with parents and guardians about their students' academic progress <p>Parents will be able to monitor their student's progress with adapting to the common core through the use of our online grading system SKEDULA and the use of frequent progress reports.</p>	<p>Parents/ guardians</p>	<p>September 2015-June 2016</p>	<p>CAMBA/ Assistant Principal of instruction/ Assistant Principal of Administration/ Parent Coordinator</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Per-session will be paid for all professional development outside of the mandated school day via TL Fair Student Funding and Title 1 SWP including summer hours. • Outside consultants will be brought in to work with when necessary using Title 1 SWP funding • Purchase books and materials for each staff member with dollars available in Title 1 SWP, NYSTL and/or FSF. 											
Part 4b. 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 SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> • By the end of January 2016, 100% of teachers will have gone through at least two rounds of the analysis and revisions process with written feedback of their curriculum by the assistant principal of instruction. • 100% of teachers will be engaged in bi-weekly reviews of curricula units using a ‘Unit Analysis’ Protocol inclusive of a checklist that assesses rigor, engagement, and alignment to CCLS and content area standards by January 2016. <p>100% of teachers will engage in weekly reviews of student work to check for evidence of higher order/critical thinking and deepened understanding of content and concepts in academic tasks using a checklist and protocol for analyzing student work on a weekly basis by January 2016. All progress will be monitored via Professional Learning Community observations conducted by administration and weekly collections of student work accompanied by teacher feedback forms.</p>
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<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>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

LDPHS serves students who are over-aged and under-credited. As a transfer school, most of the students who apply to our program were LTAs or students who have previously dropped out of school and have returned to try to complete their high school education. Students who were not LTAs usually had discipline or social/emotional problems which prompted them to change schools. In addition, unlike some transfer schools, we accept students with zero credits if they pass the TABE Reading and Mathematics with a sixth grade reading and math level. As LDPHS works on preparing these students to overcome obstacles and prepare these students to become college and career ready, we have decided to place emphasis on simultaneously working on students’ social/emotional and academic skills, as research (conducted by the University of Chicago) has shown that academic success in the in high school and post-secondary institutions is tied to social skills such as perseverance and work habits. To measure the effectiveness of specific strategies the inquiry team worked with a target group of students throughout the year.

The typical Regents performance at the school highlights the academic deficits with which the students arrive at our school. As recently measured during the January 2014-2015 examination period the passing rates were as follows: English 46%; CC English 63%; Algebra Regents 28%; CC Algebra 0%; Living Environment 42%; Global History Regents 20%; US History 20%. This had been a typical trend for the last couple of years. During that same period the target group with whom the Inquiry Team measured the effectiveness of strategies used to promote academic behaviors outperformed the students who were not a part of that group. The average Regents passing rate for the entire school was 33% while the target group had a 38% passing rate.

Similarly, the target group also outperformed the students who were not a part of the group in the category of credit accumulation. For trimester one, the entire school population passed an average of 50% of credits attempted while the target group had a passing rate of 53%. For trimester two, the entire school population passed an average of 40% of credits attempted while the target group had a passing rate of 50%.

LDPHS worked with the Transfer School Common Core Institute (TSCCI) coordinated by NYCDOE Office of Postsecondary Readiness in conjunction with Eskolta and Redesign in creating strategies to help students to develop effective academic behaviors. In 2014-2015 the core inquiry team cross-walked the academic behaviors (persistence, work habits/organizational skills, engagement, communication/collaboration skills, and self-regulation) with the Diploma Plus personal competencies.

The core inquiry team began conducting action research throughout the 2013-2014 school-year to identify evidence for each category and level on the Academic Behavior rubric. Team members observed students in classes and made notes of behaviors (such as note taking) and how it affected learning. Then the team collaborated during the weekly meetings to align specific behaviors along the rubric scale.

For the 2014-2015 school-year, the research focused on identifying strategies to use to foster these behaviors in our students. The work has enabled staff to share insight on individual students to better understand students’ needs. The

collaborative process has allowed staff to compare notes on what works for particular students, which has increased the repertoire of strategies to suggest and implement.

For the 2015-2016 school year, LDPHS will not be in the TSCCI (we completed the three year program limit), but the work on academic behaviors needs to continue. Although the core inquiry team is versed in the academic behaviors, the rest of the staff has been introduced but not yet familiar with the strategies developed/identified to foster adaptation of positive academic behaviors in our students. As a result, LDPHS has to ensure that all teachers are involved in using the completed rubric and strategy bank in the 2015-2016 school-year. In addition, teachers, counseling staff, and administration need to continue to build upon the strategy bank as action research continues throughout the year.

Besides using the rubric and the strategy bank, teachers, counseling staff, and administrators have to measure student progress to identify any impact that implementation of strategies have on students' academic progress. One tool that has to be further developed is the student/teacher checklist that is used as an evaluation form that allows students to self-reflect. This tool also has to be developed and implemented in the 2015-2016 school year. This will involve ongoing collaboration among the various stakeholders of the school community. LDPHS staff will also have to continue to look at student work (LASW) and identify the academic behavior that may be hampering students' academic progress and implement strategies for targeted groups of students.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will implement at least one strategy (from the school's strategy bank) in their classrooms to improve academic behaviors and provide three reports detailing the effectiveness of the strategy in changing student outcomes in academics and or behavioral referrals. Teachers will work collaboratively in their PLC's (departments) to identify a targeted group of students, including but not limited to SWDs and ELLS, from their lowest third (from regents, transcript, and classroom data), collect baseline academic data (using our academic behavior rubric), implement at least one academic behavior strategy, and measure (using our academic behavior rubric) and document student academic and behavioral growth throughout each trimester, in order to gauge the effectiveness of their efforts. Teachers will collaborate across departments and also with counseling staff to identify students in need of improvement, and develop and modify action plans as needed.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote teacher-parent collaborations to improve student achievement. 	<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>
<p>1. The Academic Behaviors Rubric will provide a common lens for teachers, guidance counselors, advisors, and students to evaluate student behaviors and a common language that all parties can use when discussing next steps in trying to improve students' social/emotional skills.</p> <p>2. Provide Professional Development sessions to train staff in the use of the academic behaviors rubric.</p> <p>3. Conduct professional development workshops to complete the Academic Behaviors self-assessment tool.</p> <p>4. Teachers will work in their PLCs to look at student work to collect baseline academic data.</p> <p>5. Provide Professional Development during which teachers, advisors, and counselors select targeted groups of students to track and conduct action research to determine which strategies are best suited (based on evidence) to use for developing their academic mindsets.</p> <p>Teachers, advisors and counselors will have professional development sessions to develop action plans (based off the strategy bank) to improve academic behavior and measure the effect of their efforts on students' academic outcomes.</p>	<p>The targeted group will be chosen from the SWDs, ELLs and the lowest third in the teachers' classes (based on Regents scores, classroom data, and transcripts). This will not include LTA's.</p>	<p>The start date will be beginning of the 2015-2016 school year. The end date will be June 2016.</p>	<p>All the teachers, guidance counselors, advisors, social workers, and the Assistant Principal of Administration</p>

SWDs and ELLs will be included in the target group of students. The Special Education teachers and the special education liaison will provide all staff with information germane to students' I.E.P.s that may be useful in creating plans of action to assist those students in developing their academic behaviors.	The targeted group will be chosen from the SWDs, ELLs and the lowest third in the teachers' classes (based on Regents scores, classroom data, and transcripts). This will not include LTA's.	The start date will be beginning of the 2015-2016 school year. The end date will be June 2016.	Special Education liaison, Special Education teachers, all teachers, counselors, advisors, and social workers
All staff will make a combined effort to inform parents of the steps being taken to assist their children. Teachers, advisors, and counselors will communicate with the targeted students with specifics about the strategies they are employing and elicit the assistance from the parents as needed. The parent coordinator will communicate with parents about implementation of the academic behaviors with all parents at parent/teachers meetings, and through regular school communication. Parents will be taught how to use Skedula to check on their children's progress.	The targeted group will be chosen from the SWDs, ELLs and the lowest third in the teachers' classes (based on Regents scores, classroom data, and transcripts). This will not include LTA's.	The start date will be beginning of the 2015-2016 school year. The end date will be June 2016.	Parent coordinator, all teachers, counselors, advisors, and social workers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<ul style="list-style-type: none"> • Educational Software for Skedula including NYSTL software funds. • Title 1 and TL FSF funds will be used for coverages and per-session for inquiry and teacher team meetings . 										
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
During the midterm progress report of every trimester the core inquiry team will monitor academic and behavioral progress based on data from Skedula.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote parent leadership and engagement as a key lever for school improvement. 	<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>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Liberation as a whole has been through a very rough few years and we have spent a tremendous amount of time healing as a school community. In 2012-2013 we were totally devastated by Hurricane Sandy. In 2013-2014 we had a student arrested during Regent exams for murder, another student arrested for setting fire in his building that ultimately led to the death of a police officer, a student murdered by a retired police officer, and a teacher that many students admired was removed from the building when we learned of an inappropriate relationship she was having with a student. In 2014-2015 we started the year with two first year teachers, had a teacher removed pending 3020a charges, and lost a teacher who had to take an early retirement to care for his grandchildren when his daughter suddenly died. In addition, we have a few students in and out of rehab/hospitals for substance abuse, students are angry with the recent events of officers killing unarmed men, and the violence in the community has taken the lives of many other young people.

We have engaged in many town hall meetings where students and staff were provided a safe place to speak openly about their feelings in addition to small group and individual conversations to help heal. Both staff and students were afforded the supports provided by Momentum as a means of community building as well as finding the tools/space to heal individually and collaboratively. With an entirely new CAMBA staff a lot of training and support was provided by the principal, guidance counselor, and Morningside Center for Teaching Social Responsibility. In addition to individual counseling, students are receiving weekly social/emotional support in Leadership groups provided by their advisors and Momentum for Teens.

Our school has been instrumental in bringing the Coney Island Community together to form the Coney Island Anti-Violence Coalition. Our students have designed anti-violence posters that are found in stores, buildings and areas throughout the community and partake in monthly meetings with the coalition. As the momentum to get involved with community action projects involving saving lives and the environment, the Coney Island Liberated Leaders for C. H.A.N.G.E. was formed under the supervision of Principal Leong.

The Coney Island Liberated Leaders for Community Helping Neighbors Gain Empowerment (C.H.A.N.G.E.). The purpose of Coney Island Liberated Leaders is to not only become the change they want to see but empower others in their community to do the same. This group of young people all have and continue to face hardships in life and are here at Liberation Diploma Plus High School because they have not experienced success in their prior high schools. For many of them Liberation is their last opportunity to earn a high school diploma. Coney Island Liberated Leaders started as just a group of my interns who all decided that the change they wanted to see in their community had to start with themselves. They have participated and spear-headed in several community initiatives around violence, bullying, neighborhood beautification, and improving N.Y.P.D. relations.

Coney Island Liberated Leaders has worked very closely with the Coney Island Beautification Project this past year. They planted daffodils on several different occasions and participated in several beach cleanups. Liberated Leaders has met with Councilman Mark Treyger and proposed several projects for the beautification of Coney Island playgrounds and parks. We are also planning to create a mural on the side of the school to add to the beautification of the neighborhood as well as create images on non-violence.

We are very closely aligned with Open Door Arts in Education Project and collaborating in anti-bullying, anti-violence, community development and female empowerment projects. Students participated in an anti-bullying PSA that has been shown in high schools around the city. Students have documented their experiences under the “My One Change” slogan and are currently working on putting together a video.

In addition, Coney Island Liberated Leaders are working very hard to improve N.Y.P.D. and Community relations in response to the many police involved killings of unarmed young men of color. Specifically in response to the decision not to indict the officers involved in the Eric Gardner tragedy. What started off as just a basketball tournament with police officers and young people in the Coney Island community has evolved into a committed partnership between our youth and the New York City Police Department. The Coney Island Liberated Leaders hosted a dinner of appreciation for officers after the murders of Detective Ramos and Detective Liu to send a message of appreciation to officers across the city. We are currently working with Lieutenant Donzel Cleare (with support of Sargent Keisha Ward of the Citizens Police Academy and Police Commissioner William J. Bratton) on a fourteen week Junior Citizens Police Academy here at Liberation. By mimicking the NYPD’s current Citizens Academy that has existed since 1993 our young people will learn about some of the core lessons taught to NYPD recruits. The training methodologies in the fourteen week course will consist of lectures, videos, role plays, tactical exercises and interdisciplinary workshops. We plan to enrich this experience with our youth by bringing them through several team building field trips. At the completion of the fourteen week academy our desire is to take the team on a road trip to Little Haiti, Florida and stop in cities along the way to engage in community/police relation building. Ultimately the Coney Island Liberated Leaders and members of the New York City Police Department are changing mindsets together and will develop a blue print to improving community and police relations.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By the 2015-2016 school year, 100% of Liberated Leaders will develop at least three community events to support the anti-violence initiative and at least two programs to improve their relationships between N.Y.P.D. Attendance and pre/post surveys will be used to measure our success.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Coney Island Liberated Leaders for C.H.A.N.G.E. will hold a stop the violence barbecues for the community to bridge the gap between young and old as they come together for one cause.</p> <p>Coney Island Liberated Leaders for C.H.A.N.G.E. will put together an anti-violence art show that will be open to the community. This event will bring local artists together as well as expose younger children to art as we spread the anti-violence message.</p> <p>Coney Island Liberated Leaders will develop a forum where people from the community (both young and old) will come together and share stories of transformation as we take a night to appreciate one another. Our Liberated Leaders will share their testimonies of how they changed their lifestyles, including but not limited to gang affiliations) because of their participation as a Liberated Leader.</p>	<p>Students Parents Community member</p>	<p>September 2015 - June 2016</p>	<p>Principal / O.D.A.E.P.</p>
<p>After meeting with community members and youth, Liberated Leaders will develop events to bring the New York City Police Department together which may include sports activities, dinners, and conversations.</p> <p>In collaboration with the N.Y.P.D. our Liberated Leaders with other select students will complete a fourteen week Junior Citizen's Police Academy Program.</p>	<p>Students Parents Members of the New York City Police Department</p>	<p>September 2015 - June 2016</p>	<p>Principal / Lieutenant Donzel Cleare</p>
<p>Our Liberated Leaders also volunteer to assist other Coney Island organizations with their anti-violence activities.</p>	<p>Students Parents Community Members</p>	<p>September 2015 - June 2016</p>	<p>Principal O.D.A.E.P.</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Tax Levy and SWP funds will be used for refreshments, supplies, transportation, workshops and to fund the services of O.D.A.E.P. Additional funding, such as grants will be used to supplement trips, materials and food.

Part 4b. 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 SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

We will monitor progress of events in bi-weekly or monthly cycles depending on the need. We will use attendance, feedback and surveys as a means of data collection.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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)	Teachers will use both formative and summative assessment to determine students in need of A.I.S. The summative assessment data will be derived from the Common Core English Regents itemized data and Reading and Writing RCT scores. Teachers will also use baseline assessments (Classroom based) and ongoing formative assessments to determine which students are in need of help and in what areas they need assistance.	The teachers will use sustained reading and facilitating with targeted literacy skills Tactics (I.C.E Method). In addition, teachers will utilize essay templates for formal, organized writing. Common Core Regents & RCT application exercises will also be taught. During the regular school day differentiated instruction will be used and individual tutoring will be made available through the PM program.	Small group and one-to-one tutoring will be the main methods of delivery of service for A.I.S.	PM Monday- Friday (3:10-5:100 pm) for A.I.S. (As needed)
Mathematics	Teachers will use both formative and summative assessment to determine students in need of A.I.S. The summative assessment data will be derived from the Common Core Mathematics Regents itemized data and Mathematics RCT	The resources that will be used include a tutor who will be present through the day and rotate among the math classes. Worksheets from Jmap, and edhelper.com. Interactive programs such as Brainpop.com, and Khan Academy will also be utilized. In	Small group and one-to-one tutoring will be the main methods of delivery of service for A.I.S. Students will also be assigned remediation lessons via educational software.	Throughout the day via mathematics tutor and PM Monday- Friday (3:10-5:10 pm) for A.I.S. (As needed)

	<p>scores. Teachers will also use baseline assessments (Classroom based) and ongoing formative assessments to determine which students are in need of help and in what areas they need assistance.</p>	<p>addition, the Algebra Guide, and RCT Prep textbooks will also be utilized. During the regular school day differentiated instruction will be used and education software such as Castle Learning and Skillstutor will be used as reinforcement for students in need of additional assistance.</p>		
Science	<p>Teachers will use both formative and summative assessment to determine students in need of A.I.S. The summative assessment data will be derived from the Living Environment Regents itemized data and Science RCT scores. Teachers will also use baseline assessments and ongoing (Classroom based) formative assessments to determine which students are in need of help and in what areas they need assistance.</p>	<p>Interactive programs such as SkillsTutor, and Regentsprep.org will be utilized by the teacher to facilitate instruction. During the regular school day differentiated instruction will be used and education software such as Castle Learning and Skillstutor will be used as reinforcement for students in need of additional assistance.</p>	<p>Small group and one-to-one tutoring will be the main methods of delivery of service for A.I.S. Students will also be assigned remediation lessons via educational software.</p>	<p>PM Monday- Friday (3:10-5:10 pm) for A.I.S. (As needed)</p>
Social Studies	<p>Teachers will use both formative and summative assessment to determine students in need of A.I.S. The summative assessment data will be derived from the Global and US History Regents itemized data and Social Studies RCT</p>	<p>Interactive Regentsprep.org, and the C-Span website will be utilized by the teacher to facilitate instruction. In addition, differentiated instruction will be used by providing students with various aids such as modified texts (including</p>	<p>Small group and one-to-one tutoring will be the main methods of delivery of service for A.I.S.</p>	<p>PM Monday- Friday (3:10-5:10 pm) for A.I.S. (As needed)</p>

	<p>scores. Teachers will also use baseline assessments and ongoing (Classroom based) formative assessments to determine which students are in need of help and in what areas they need assistance.</p>	<p>synonyms for words that the teacher feels are unfamiliar to struggling readers); flashcards; and Video clips from various sources such as pbs.com and teachersed.com.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Students will be identified based on information gained from their I.E.P. In addition, students who are identified as needing help by an adult, or those who actively seek help will be referred to the appropriate services (social worker, guidance counselor, school psychologist, etc.)</p>	<p>AIDP counseling: group and individual counseling regarding academic issues. Attendance outreach is also conducted by the guidance counselor. The social worker meets with at risk students to provide ongoing counseling. The psychologist is called to work with students based on the students' needs.</p>	<p>Small group and/or one on one.</p>	<p>At risk services will be provided as needed.</p>

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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

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.
<ul style="list-style-type: none">• All current staff are Highly Qualified or in the process of becoming highly qualified. Title 1 funds are set aside to assist staff in becoming highly qualified.• Teachers are offered tuition reimbursement when necessary.• Teachers receive information on their status in regard to licensing.• Teachers teach courses that they are qualified to teach.• Teachers in need of mentorship receive support from a coach• Teachers receive professional development based on their individualized need and support to meet the demands of city-wide and state expectations.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
School wide professional development is offered through-out the year to ensure we are in line with the CCLS and city-wide expectations.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers are invited to review online assessments and other assessment materials that we use to assess students, Assessments are chosen based on teacher choice. When necessary, teachers are provided professional development time in departments and during inquiry to create teacher made 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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	151,029.00	X	X
Title II, Part A	Federal	0		

Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,430,379.00	X	X

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:

- 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.
- 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:

- **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).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an 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.
- **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.

- **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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) 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. Liberation Diploma Plus 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. Liberation Diploma Plus 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, School Quality 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)

Liberation Diploma Plus 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by 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 to 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
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 21	Borough Brooklyn	School Number 728
School Name April Leong		

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

Principal April Leong	Assistant Principal Bruce Gonzales
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher type here	School Counselor Rashidat Balogun
Teacher/Subject Area Sandrea Williams/Special Ed	Parent Lakeisha Bowers
Teacher/Subject Area Joseph Hayden	Parent Coordinator Sharene Caraway
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	0	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	210	Total number of ELLs	2	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education						0	0	0	0	0	0	0	0	0
Dual Language						0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs		Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)
				2

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL							2	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

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																			

* EP=English proficient student

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 is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

Freestanding English as a New 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														0
Chinese														0
Russian														0
Bengali														0
Urdu													1	0
Arabic														0
Haitian												1		0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)												1	1	0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	2		1	
Integrated Algebra/CC Algebra	2		1	
Geometry/CC Algebra	0		0	
Algebra 2/Trigonometry	0			
Math _____	0			
Chemistry	0			
Earth Science	0			
Living Environment	2		1	
Physics	0		0	

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	2		1	
Geography	0			
US History and Government	2		1	
LOTE	0			
Government	0			
Other _____	0			
Other _____	0			
NYSAA ELA	0			
NYSAA Mathematics	0			
NYSAA Social Studies	0			
NYSAA Science	0			

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
N/A
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
N/A
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
N/A
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
 N/A
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]
N/A
- How do you make sure that a student's new language development is considered in instructional decisions?
N/A
- For dual language programs, answer the following:
 - How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
 N/A

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

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
Since we are a transfer high school, all prospective students are interviewed by either a guidance counselor or school administrator prior to acceptance to the school. Students who may possibly be English Language Learners are identified during the interview process. At this time the Home Language Identification Survey is administered by a licensed pedagogogue. ALL HLIS's are retained in students' permanent records. If the HLIS determines that the the Home Language is English, the ELL Identification Process terminates. For students whose home language is not English, a more in-depth interview with the student and parent in English and their home language and a review his/her school work (if available) is conducted by the Language Proficiency Team to determine NYSITELL eligibility. The team is comprised of an English teacher, special education teacher, the Guidance Counselor, and Assistant Principal. When is is determined that a student is eligible to take the NYSITELL, the exam is administered within 10 school days of admission to the school. All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results will be administered the Spanish LAB at the time of initial enrollment (or reenrollment) during the same 10-day testing window. Both the NYSITELL and the Spanish LAB will be administered by an Assistant Principal.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
As stated above, all prospective students are interviewed prior to acceptance. A SIFE questionnaire is administered during the interview process. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the Literacy Evaluation for Newcomer SIFE (LENS) is administered.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
When a student is enrolled who has an IEP and a Home Language other than English the Language Proficiency Team is convened. The team is comprised of an English teacher, the Guidance Counselor, and Assistant Principal. The team reviews evidence of the student's English language development including course grades, standardized test scores, and school-based literacy assessments. The team then makes a recommendation. If the team recommends that the student takes the NYSITELL to determine ELL status, the ELL Identification process continues as with all students. If the team recommends that the student should not take the NYSITELL, the recommendation is sent to the principal for review. If the principal determines that the students should take the NYSITELL, the student takes the NYSITELL and the ELL Identification process continues as with all students. If the principal agrees with the team's recommendation that the student does not take the NYSITELL the principal's determination is sent to the superintendent or designee for review. If the superintendent determines that the student should take the NYSITELL, the student takes the exam and the ELL Identification process continues as with all students. If the superintendent determines the student should not take the NYSITELL the ELL Identification Process terminates.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Entitlement letters and Program Selection forms are distributed and completed during the intial intake interview. A copy of the form is placed in the students cumulative record.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
A student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. During the interview process, all prospective students and their families will be informed of their right to request that the ELL Identification process be administered a second time.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

When an ELL student is seeking a transfer, the guidance counselor or school administrator informs the parents/guardians of the three program choices available to them during the interview. We then schedule a second meeting for parents and students to give them information about the ELL programs that are available in New York City. The information and materials are in the parent's home language. Translation services ensures parents are provided with information in their native language. We review the ELL program choices. At the meeting we show a video available in 13 languages to further highlight the program options. The choices described are Transitional Bilingual, Freestanding ESL, and Dual Language programs. At the meeting, we go over and collect the Parent Survey and Program Selection form.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
After parents are informed of all three program models at the parent orientation, they are provided with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. The parents are asked to return the completed and signed form within 5 school calendar days. The Assistant Principal or Parent Coordinator will reach out to families within the 5 day window to remind them to complete and return the form and answer any questions. If the parent does not return the form within 5 school calendar days, the student will be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. Parent choice indicated on the Parent Survey & Program Selection Form will be entered in the designated screen in ATS (ELPC) as forms are completed. The parent's first choice will be entered as noted on the selection form, regardless of whether that choice is currently offered at the school. Additionally, the Parent Survey & Program Selection Form will be retained in the student's permanent record.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The Assistant Principal or parent coordinator will continue to conduct outreach to the parent until the form is completed and returned and will keep written documentation of all attempts to gather initial parent selection preference.
9. Describe how your school ensures that placement parent notification letters are distributed.
Once the student's program has been determined we will send parents a placement letter (in the parents' preferred language) indicating the program in which their child has been placed. A copy of the letter will be placed in the student's permanent record.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL-related documents (including but not limited to those listed below) must be kept in the student's cumulative record. Critical ELL documents include the following: Dated and signed copies of each student's o Home Language Identification Survey, Parent Survey and Selection Form, Program Placement Letter, Entitlement letter (newly identified ELLs), Continued entitlement letter (continuing ELLs).
11. 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.
Students typically receive one on one prep for the NYSELAT. Students and parents are informed of testing days. Our Assistant Principal is the point person for administering the exam and ensures all testing accommodations are implemented. We use our ATS reports to determine NYSELAT eligibility and my testing coordinator/Assistant Principal ensures all four components of the NYSELAT are administered.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
We will send Continued Entitlement Letters and transitional support parent notification letters to parents based on the NYSELAT scores. Letters will be sent to parents before the beginning of the school year but no later than September 15th.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
With very little ELL students there is very little information to have conclusive trends other than that all parents have accepted the Free standing model we are able to offer and we are in alignment with parent preferences.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.

Our Language Allocation Policy is a school-wide plan designed to address our students who require additional support services as they progress toward academic proficiency in English. Students receive extra assistance in self-contained classes in addition to specific supports in mainstream classes. We presently do not have ELL students. In the past our ELL students were Advanced and fluent in English. Students are ungraded since we are a transfer school and this is the model we follow. Cooperative learning is incorporated into lessons providing students with shared learning opportunities. As a Diploma Plus school cultural relative curriculum is endorsed which encourages students to bring their personal experiences into the classroom. The writing and sharing of autobiographical essays also enables students to connect their cultural backgrounds to the classroom. Prior knowledge is continuously accessed in class. Academic language scaffolding is also incorporated into our free-standing ESL program. All of these scientifically researched based instructional strategies are used to help our ELL students meet state standards and assessments.

- b. TBE program. *If applicable.*

N/A

- c. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Our Advanced (A) ESL students receive 1 period per day of Advanced (A) ESL instruction via our AIS zero period. The Advanced (A) ESL students also receive 1 period per day of English language arts instruction. We currently do not have a certified ESL teacher so all instruction is delivered via our Special Education Teacher/ ESL Coordinator with assistance of our Skills Tutor program. We have also used our Rosetta Stone software but have found that our students are far too advanced for the Rosetta Stone software. Lessons are aligned with state standards and consist of activities that foster both social and academic growth. Language functions, structures, usage and vocabulary are part of each lesson. Teacher adapted material is also used in conjunction with Skills Tutor and Rosetta Stone.

3. Describe how core content is delivered in each program model. 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.

Liberation Diploma Plus High School only provides ELL students with a free-standing ESL program with instruction provided in English. The program of study is aligned with the CCLS and New York State's ESL and ELA curriculum and reflects the states' learning standards through instructional practices and proper use of acceptable learning materials such as a variety of reading level texts. Classes include English Language Arts instruction with extra assistance using Skills Tutor. English Language Arts are also included using the Balanced Literacy model. Content areas such as mathematics, science and social studies are taught in English, and where necessary teacher lessons are supported with materials focused on assisting our English language learners. Such materials include the use of visual aids and large print items that assist in language proficiency and where possible incorporating the use of a Spanish-English dictionary. Content area classes are aligned closely with and reflect all state and city learning standards and are supportive of both ESL and Special Education instructional methodologies. Students receive one extra period of self contained assistance during zero period five days a week.

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

We do not have students who are not already fluent in English. When necessary we bring in appropriate supports from our Network.

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

We implement a time schedule that is managed by our assistant principal.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE

- b. Newcomer

- c. Developing

- d. Long Term

- e. Former ELLs up to two years after exiting ELL status

When necessary we follow a free-standing model and provide students with extra support via, extra ELA classes, AIS support, and online programs (Skills Tutor and Rosetta Stone).

Newcomers Plan – Students who arrive at Liberation and are newcomers to either NYC or the United States will be evaluated using the LAB-R exam. Results of this exam will be reported to the Department of Education and to the school's admission

team. A parent student interview will be conducted with the parent coordinator, ESL Coordinator and the guidance counselor. Parents will be provided with the same ESL information that was stated above, and will be given the option of choosing the most appropriate program for their child.

Special Needs / ELL - All support and instructional programs available for ELL students and Special Needs students are available for students identified as both ELL and Special Needs. Within this program, parents, guidance counselors, related service providers, ESL Coordinator and Special Education teacher collaboratively work toward providing the identified student with the instruction and educational support necessary to be successful within the ESL and Regents curriculum. Some strategies include academic intervention services, one-on-one tutoring, counseling and collaborations among all content teachers.

Long Term ELLs and Extension of Services - Although Liberation did not have students listed as in need of extended services, our plan is to address these students with specific academic and social support. ELL students in need of extended services will be provided with individual counseling from our guidance staff and one-on-one tutorial assistance from both the ESL Coordinator as well as a certified English Language Arts instructor. These services will be provided via a PM school support program.

Students Achieving Proficiency – English Language Learners who achieve proficiency and may still require additional support services. These students will be monitored by both the ESL coordinator and the Guidance Counselor. Additional Academic Intervention Services will be supplied both during the regular school day as well as within a comprehensive PM school program. Their progress academically as well as on standardized state exams will be monitored for accountability and early academic intervention.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, she will consult with the superintendent or his/her designee. Final decision notification will be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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

Our ELL students also enjoy the ability to complete class requirements using our Diploma Plus competency and portfolio based assessment system. This allows them to collaborate and produce a presentation or project that reflects the material being learned in each academic class. Computers in each classroom and our mobile laptop carts allow our ELL students to access the internet and produce work that is professional and research-based. In each content classroom students incorporate the fundamentals of ELA balanced literacy and the workshop model. Students are given access to classroom libraries that are categorized by level of proficiency. These libraries will continue to be upgraded as our school focuses on the needs of our ELA and ELL students. Students are provided access to language dictionaries when appropriate and receive modifications as necessary.

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

When necessary, students are programmed in general ed classes and will receive one extra period of support. Students are placed in least restrictive environments and are integrated with non-ELL-SWDs throughout the entire day.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

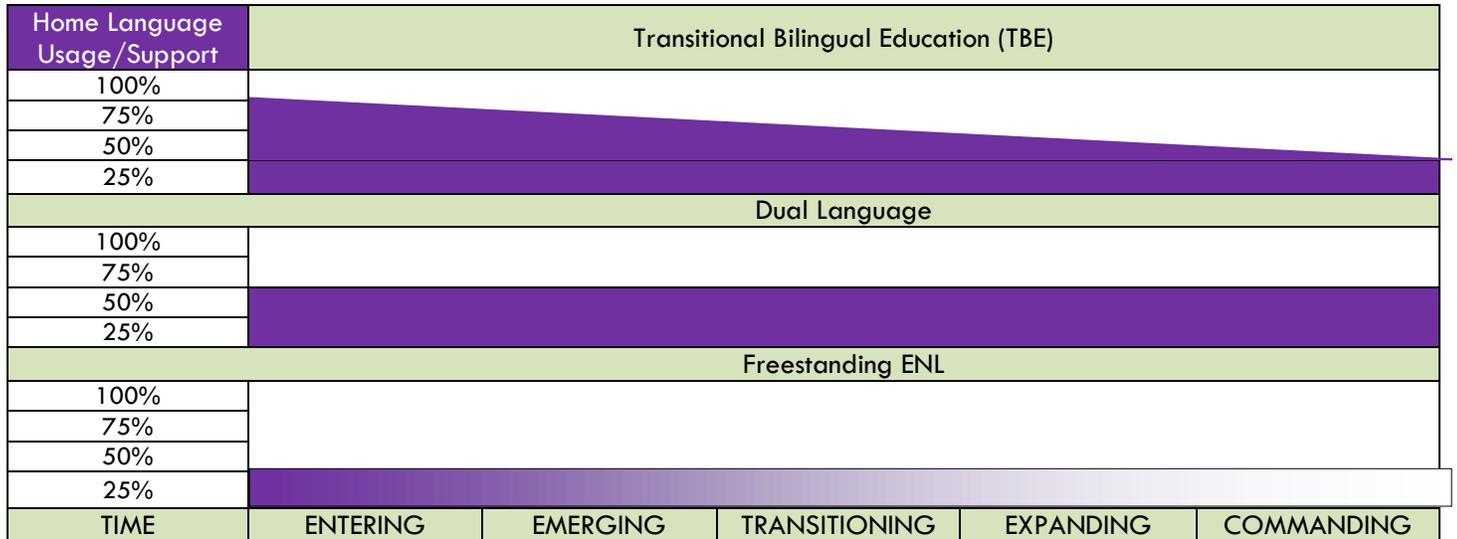


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
Academic Intervention and Support Services - During each semester the Special Education teacher conducts academic support by providing our ELL students during the AIS zero period and through the assigned resource period. At these one-on-one tutorial sessions the Special Education instructor provides valuable support for the student. Additionally, ESL support are provided during the PM school session and ELL students are targeted and programmed for these AIS courses by both the ESL teacher and Guidance Counselor
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
We are meeting the needs of our students with the accomdations provided.
12. What new programs or improvements will be considered for the upcoming school year?
N/A
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
School Spirit and Collaborations – during the traditional school year, all teachers in collaboration with the parent coordinator and coordinator of student activities plans for after-school events that celebrate the progress and performance of our ELL students. Families are invited to participate and celebrate their child’s education in a program that emphasizes our school’s commitment to multi-culturalism.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
All subgroups receive differentiated instruction based upon a frequent assessment of skills. Instructional materials and methods are tailored to meet the needs of individual learners regardless of the length of time they have been classified as ELLs. Examples are: Dictionaries, Skills Tutor (online) and Rosetta Stone (online)
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
N/A
17. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
Newcomers Plan – Students who arrive at Liberation and are newcomers to either NYC or the United States will be evaluated using the LAB-R exam. Results of this exam will be reported to the Department of Education and to the school’s admission team. A parent student interview will be conducted with the parent coordinator, ESL Coordinator and the guidance counselor. Parents will be provided with the same ESL information that was stated above, and will be given the option of choosing the most appropriate program for their child.
Special Needs / ELL - All support and instructional programs available for ELL students and Special Needs students are available for students identified as both ELL and Special Needs. Within this program, parents, guidance counselors, related service providers, ESL Coordinator and Special Education teacher collaboratively work toward providing the identified student with the instruction and educational support necessary to be successful within the ESL and Regents curriculum. Some strategies include academic intervention services, one-on-one tutoring, counseling and collaborations among all content teachers.
Long Term ELLs and Extension of Services - Although Liberation did not have students listed as in need of extended services, our plan is to address these students with specific academic and social support. ELL students in need of extended services will be provided with individual counseling from our guidance staff and one-on-one tutorial assistance from both the ESL Coordinator as well as a certified English Language Arts instructor. These services will be provided via a PM school support program.
Students Achieving Proficiency – English Language Learners who achieve proficiency and may still require additional support services. These students will be monitored by both the ESL coordinator and the Guidance Counselor. Additional Academic Intervention Services will be supplied both during the regular school day as well as within a comprehensive PM school program. Their progress academically as well as on standardized state exams will be monitored for accountability and early academic intervention.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
All students receive extra supports from advisors and Individual Learning Plans are developed for each student based on individual need.
19. What language electives are offered to ELLs?
Classes differ from year to year based on need and availability. All students have the same access to all classes that are offered.
20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
We are focusing our yearly professional development on best practiced ESL strategies and methodologies. Additionally, we are presenting the concepts of the Diploma Plus Model and best scaffolding techniques to all our teachers. The PD is provided via after-school workshops as well as through on-going support provided by the district ELL Curriculum Instructional Specialist. All Pd will be common core aligned. Students who are transitioning into a transfer school for the first time will receive additional supports from their advocate counselors and social worker. When training is offered our special education teacher will receive the required amount of professional development and all other staff will continue to receive professional development on differentiation for ELL/SWDs. All professional development supports are logged by coaches and records are maintained by the secretary.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Weekly staff development around common core alignment and differentiation in the classroom.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
N/A
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
All teachers receive professional development and strategies to meet the needs of all students in the classroom. Teachers create templates that scaffold specific reading/writing skills. Agendas and attendance are maintained by the instructional assistant principal.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The Parent Coordinator and our School Leadership Team are working together to publish a monthly newsletter. This newsletter will be translated into other languages and will provide parents, students and staff with pertinent school information, volunteer opportunities, dates of parent meetings, dates of after school activities and will highlight student achievement. Our parent coordinator will hold monthly parent meetings with translators present (as needed), and all school letters will be accessible to the parents in at least English and Spanish. Parents will attend workshops and parent meetings to further help meet their needs. The Urban Neighborhood Corp and Adult Education Office will assist with providing supports for our parents. Our Guidance Counselor is an essential part of our school's admission team and will review the parent survey form and program selection form during the student's first interview. At this interview, the ESL program, LAP policy and the orientation materials will be presented to the parents and student. The conference will discuss the varying types of services provided to ELL students such as Dual Language Instruction, Bilingual Education Programs and Freestanding ESL programs. Parents will be given the choice of picking a program that best serves their child's need. This will be reinforced in the form of letters that are provided to each parent of an incoming student. Letters will be provided to parents in their native language as well. A one-on-one interview with the Special Education Teacher and native language translator will assure both parent and student comprehension. Based on this parent choice and the number of English Language Learners, Liberation currently provides only a freestanding ESL program. This has been the trend for our first year and is aligned with both parent and student request. This admissions conference will also provide an opportunity for the ESL Coordinator to disseminate a copy of the Language Allocation Policy to all our ELL families. This information is also provided to parents during the first Parent Association meeting of each semester and speaks about methodologies that will assist children in English learning classrooms.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
All outreach and parent interactions are logged into our Skedula system.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
All parents are asked to participate in our parent meetings, college/financial aid workshops and parents are celebrated at our Parent/Community Appreciation Dinners.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
We have partnered with HeartShare (CBO) to provide services to our parents.
5. How do you evaluate the needs of the parents?
Interviews, Learning Environment Survey, and conversation.
6. How do your parental involvement activities address the needs of the parents?
We ensure parents receive tools, resources and information that will assist them in the best ways possible to help our students succeed in and out of school.

D. Additional Information

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

Here is our full Language Allocation Policy:

Our Language Allocation Policy is a school-wide plan designed to address our students who require additional support services as they progress toward academic proficiency in English. Our present population of ELL students are Advanced and write in English and in all subject areas. Cooperative learning is incorporated into lessons providing students with shared learning opportunities. As a Diploma Plus school cultural relative curriculum is endorsed which encourages students to bring their personal experiences into the classroom. The writing and sharing of autobiographical essays also enables students to connect their cultural backgrounds to the classroom. Prior knowledge is continuously accessed in class. Academic language scaffolding is also incorporated into our free-standing ESL program. All of these scientifically researched based instructional strategies are used to help our ELL students meet state standards and assessments.

Liberation Diploma Plus High School only provides ELL students with a free-standing ESL program with instruction provided in English. The program of study is aligned with New York State's ESL and ELA curriculum and reflects the states' learning standards through instructional practices and proper use of acceptable learning materials such as a variety of reading level texts. Classes include English Language Arts instruction with extra assistance using Skills Tutor. English Language Arts are also included using the Balanced Literacy model. Content areas such as mathematics, science and social studies are taught in English, and where necessary teacher lessons are

supported with materials focused on assisting our English language learners. Such materials include the use of visual aids and large print items that assist in language proficiency and where possible incorporating the use of a Spanish-English dictionary. Content area classes are aligned closely with and reflect all state and city learning standards and are supportive of both ESL and Special Education instructional methodologies.

Our ELL students also enjoy the ability to complete class requirements using our Diploma Plus competency and portfolio based assessment system. This allows them to collaborate and produce a presentation or project that reflects the material being learned in each academic class. Computers in each classroom and our mobile laptop carts allow our ELL students to access the internet and produce work that is professional and research-based. In each content classroom students incorporate the fundamentals of ELA balanced literacy and the workshop model.

Students are given access to classroom libraries that are categorized by level of proficiency. These libraries will continue to be upgraded as our school focuses on the needs of our ELA and ELL students.

Our Advanced (A) ESL students receive 1 period per day of Advanced (A) ESL instruction via our AIS zero period. The Advanced (A) ESL students also receive 1 period per day of English language arts instruction. We currently do not have a certified ESL teacher so all instruction is delivered via our Special Education Teacher/ ESL Coordinator with assistance of our Skills Tutor program. We have also used our Rosetta Stone software but have found that our students are far too advanced for the Rosetta Stone software. Lessons are aligned with state standards and consist of activities that foster both social and academic growth. Language functions, structures, usage and vocabulary are part of each lesson. Teacher adapted material is also used in conjunction with Skills Tutor and Rosetta Stone.

Our diverse student body, which consists of 199 students, is primarily from the immediate community, some of which are second and third generation immigrants as well as students who have chosen to attend Liberation Diploma Plus High School after having experienced difficulty adjusting to the traditional learning environment found in many large New York City Comprehensive High Schools. The shared commonality for all of our students is that they are overage and want to complete the regular high school diploma program.

According to the latest available ethnic data, 18.6% are White, 47.67% are Black, 27.91% are Hispanic, 5.81% are Asian or Pacific Islander, and 0% are American Indian/ Alaskan Native. Approximately 89% of the students are considered economically disadvantaged, and eligible for free lunch. Additionally, .1% of the students are English Language Learners (ELL), with Spanish as the dominant language among the vast majority. Of the 2 students identified as ELLs one is a General Education student and one is a Special Education Student. The attached Allocation Policy Worksheet is a breakdown of ELL data which indicates proficiency levels by grade for ESL as well as standardized state exams.

Liberation Diploma Plus High School is committed to improve instruction and support efforts directed at our English Language Learning Students. Through our cooperative Language program we are addressing the needs of our students within the school building. Additional support efforts involve:

- a) Standardized Assessments take into consideration student proficiency in native languages (where/when necessary). Providing assessments in native languages as permitted. Teachers collaborate with the Special Education teacher and where/when necessary, produce an in class assessment test that is sensitive to the ELL student's language obstacles. During State standardized assessments, ELL students will be permitted to take exams using a dual language dictionary according to their native language (where/when) necessary. Additional time will also be allowed for our ELL students during these exams. The assessment test for ELL students (NYSESLAT), will be administered according to state timelines during the month of either March or April. This exam will be used to assess the ELL students' performance and will allow our school to better program for the students' needs during the upcoming school year. Additionally, the school will use these exam results as it reflects and plans for improvement regarding our ESL program. Preparing for this exam is done both as part of the regularly scheduled ESL classes and presented during the PM session AIS courses. We will examine which parts of the NYSELAT students have repeatedly performed poorly on and create plans of action to increase proficiency in specific areas.
- b) Supportive English Language Arts instruction and SIFE Students. English teachers and the Special Education Teacher collaboratively plan focusing literacy support toward all students but in particular toward the ELL and SIFE targeted student groups. This instructional classroom includes the principles of our Diploma Plus youth development model, where all students are provided as safe learning environment. Although we do not currently have SIFE students, we do have a plan to assist any future students. This plan includes support on Literacy skills as well as collaborative one-on-one tutorials with native language teachers (F-status teachers would be sought).
- c) Collaborative Content Area Instruction. Our Special Education teacher not only provides professional development in best practice ESL methodologies but also works collaboratively with each of the content area teachers on lesson development and assessment materials. This collaboration assists our ELL group as a whole but more importantly initiates discussion and support for students individually. Teachers have common meeting time and meet weekly in case conferencing to discuss students and share best practices.

- d) Guidance and ESL Coordinator After-school services are available to focus on students struggling with English as well as Students identified with interrupted
- e) formal education. SIFE students will be supported with ESL and Guidance intervention support services.
- f) Effective Parent Involvement and Admissions Processing. The Parent Coordinator and our School Leadership Team are working together to publish a monthly newsletter. This newsletter will be translated into Spanish and will provide parents, students and staff with pertinent school information, volunteer opportunities, dates of parent meetings, dates of after school activities and will highlight student achievement. Our parent coordinator will hold monthly parent meetings with translators present (as needed), and all school letters will be accessible to the parents in at least English and Spanish. Our Guidance Counselor is an essential part of our school's admission team and will review the parent survey form and program selection form during the student's first interview. At this interview, the ESL program, LAP policy and the orientation materials will be presented to the parents and student. The conference will discuss the varying types of services provided to ELL students such as Dual Language Instruction, Bilingual Education Programs and Freestanding ESL programs. Parents will be given the choice of picking a program that best serves their child's need. This will be reinforced in the form of letters that are provided to each parent of an incoming student. Letters will be provided to parents in their native language as well. A one-on-one interview with the Special Education Teacher and native language translator will assure both parent and student comprehension. Based on this parent choice and the number of English Language Learners, Liberation currently provides only a freestanding ESL program. This has been the trend for our first year and is aligned with both parent and student request. This admissions conference will also provide an opportunity for the ESL Coordinator to disseminate a copy of the Language Allocation Policy to all our ELL families. This information is also provided to parents during the first Parent Association meeting of each semester and speaks about methodologies that will assist children in English learning classrooms.
- g) Academic Intervention and Support Services - During each semester the Special Education teacher conducts academic support by providing our ELL students during the AIS zero period and through the assigned resource period. At these one-on-one tutorial sessions the Special Education instructor provides valuable support for the student. Additionally, ESL support are provided during the PM school session and ELL students are targeted and programmed for these AIS courses by both the ESL teacher and Guidance Counselor.
- h) School Spirit and Collaborations – during the traditional school year, all teachers in collaboration with the parent coordinator and coordinator of student activities plans for after-school events that celebrate the progress and performance of our ELL students. Families are invited to participate and celebrate their child's education in a program that emphasizes our school's commitment to multi-culturalism.
- i) Newcomers Plan – Students who arrive at Liberation and are newcomers to either NYC or the United States will be evaluated using the LAB-R exam. Results of this exam will be reported to the Department of Education and to the school's admission team. A parent / student interview will be conducted with the parent coordinator, ESL Coordinator and the guidance counselor. Parents will be provided with the same ESL information that was stated above, and will be given the option of choosing the most appropriate program for their child.
- j) Special Needs / ELL - All support and instructional programs available for ELL students and Special Needs students are available for students identified as both ELL and Special Needs. Within this program, parents, guidance counselors, related service providers, ESL Coordinator and Special Education teacher collaboratively work toward providing the identified student with the instruction and educational support necessary to be successful within the ESL and Regents curriculum. Some strategies include academic intervention services, one-on-one tutoring, counseling and collaborations among all content teachers.
- k) Long Term ELLs and Extension of Services - Although Liberation did not have students listed as in need of extended services, our plan is to address these students with specific academic and social support. ELL students in need of extended services will be provided with individual counseling from our guidance staff and one-on-one tutorial assistance from both the ESL Coordinator as well as a certified English Language Arts instructor. These services will be provided via a PM school support program.
- l) Students Achieving Proficiency – English Language Learners who achieve proficiency and may still require additional support services. These students will be monitored by both the ESL coordinator and the Guidance Counselor. Additional Academic Intervention Services will be supplied both during the regular school day as well as within a comprehensive PM school program. Their progress academically as well as on standardized state exams will be monitored for accountability and early academic intervention.
- m) Professional Development Plan – We are focusing our yearly professional development on best practiced ESL strategies and methodologies. Additionally, we are presenting the concepts of the Diploma Plus Model and best scaffolding techniques to all our teachers. The PD is provided via after-school workshops as well as through on-going support provided by the district ELL Curriculum Instructional Specialist.

Summation:

Liberation Diploma Plus High School is pleased to present a comprehensive approach to our English Language Learning program. Through early identification of students, collaborative planning and preparation, guidance support services, content area courses infused with ESL methodologies and parent involvement, our school is working diligently on assisting all students as they progress toward completion of their high school diploma requirements. Each component of our school is involved in the development, implementation of and assessment of Liberation's ESL program. We are committed to providing quality instruction to all our students.

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
April Leong	Principal		7/10/15
Bruce Gonzales	Assistant Principal		7/10/15
Sharene Caraway	Parent Coordinator		7/10/15
	ENL/Bilingual Teacher		7/10/15
Lakeisha Bowers	Parent		7/10/15
Gerald Richter/Spec. Ed	Teacher/Subject Area		7/10/15
Joseph Hayden/English	Teacher/Subject Area		7/10/15
	Coach		7/10/15
	Coach		7/10/15
Rashidat Baolgun	School Counselor		7/10/15
Lashawn Robinson	Superintendent		7/10/15
	Borough Field Support Center Staff Member _____		7/10/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **21K728** School Name: **Liberation High School**
Superintendent: **LaShawn Robinso**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Upon admission, each family is asked to complete a home language survey. The results of the survey are entered into ATS. All staff members are provided with ATS reports indicating which families require translation and interpretation services.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The results of the Home Language Identification Survey reveal the following preferred languages for written and oral communication: Spanish, Haitian-Creole, and Arabic

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Parent Handbook: September
Newsletters: Monthly
Calendars: Monthly
Parent-Teacher Conference Announcements: September, November, March, May
After-School Program Information: September, February
New York State Testing Dates: December, May
Progress Reports: November, February, April, June
School Leadership Team Letters: Monthly

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent-Teacher Conferences will be held on the following dates: September 30th, November 19th, November 20th, March 10th, March 11th, May 10th. Attendance outreach will be conducted weekly and guidance conferences will be scheduled on an as-needed basis.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

In order to meet the translation needs described in Part B the school will access centrally produced translated documents which are distributed to students throughout the Department of Education. In-house school staff and the Translation and Interpretation Unit will be used to translate school-based documents.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

In-house staff will provide interpretation services in Spanish and Haitian Creole. The Translation and Interpretation Unit will be used for over-the-phone interpreters for all other languages.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The Translation and Interpretation Brochure will be distributed and reviewed to all staff in September and February.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

We will provide each parent whose primary language is a covered language and who require language assistance services with a copy in their home language of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We will post in a conspicuous location at or near the primary entrance to such school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. Our safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We will administer a survey in the parent's home language twice a year in order to gather feedback from parents on the quality and availability of services.