

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M550

School Name:

LIBERTY HIGH SCHOOL ACADEMY FOR NEWCOMERS

Principal:

RHONDA HUEGEL

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

Liberty High School Academy for
Newcomers 02m550

School Name: _____ School Number (DBN): _____
9-12

Grades Served: _____

School Address: _____
250 WEST 18TH STREET New York, NY 10011

Phone Number: _____ Fax: _____
212.691.0934 212.727.1369

School Contact Person: _____ Email Address: _____
Vanessa Balvin vbalvin@schools.nyc.gov

Principal: _____
Rhonda Huegel

UFT Chapter Leader: _____
Indira Polanco

Parents' Association President: _____
Dorota Jachec-Barawska

SLT Chairperson: _____
Indira Polanco, UFT Chapter Chair

Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Dorota Jachec-Barawska

Student Representative(s): _____
Zarshed Djmaliddonov

Akmal Saidov

District Information

District: 02 Superintendent: LaShawn Robinson

Superintendent's Office Address: _____
1150 East New York Avenue Suite 304 Brooklyn, New York 11212

Superintendent's Email Address: _____
LRobinson5@schools.nyc.gov

Phone Number: _____ Fax: _____
718.363.7436 718.778.7385

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu

333 Seventh Avenue, 8th Floor New York, NY 10001

Director's Office Address:

Ychu@schools.nyc.gov

Director's Email Address:

646-470-0721

917-339-1765

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)
Rhonda Huegel	*Principal or Designee	
Indira Polanco	*UFT Chapter Leader or Designee	
Dorota Jachec-Barawska	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

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

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

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

2. Liberty High School is a transfer school. We have no admission requirements we only mandate that are students are new to the country and are English Language Learners. 21% of our students are students with interrupted formal education, (SIFE) and 42% of our student population is overage and under credited, (OAUG).

3. Liberty High School Academy for Newcomers made the most progress in the following areas: Supportive Environment and Collaborative Teachers. Students were offered credit bearing after school classes Tuesday through Friday. Students were also given an opportunity to participate in enrichment activities such as intermural ping pong, Music and Art with our CBO partners, and Entrepreneurship Program facilitated by a Guidance Counselor. Liberty also continued to honor students for perfect attendance and honor roll as well as provide incentives to students not currently as successful. Our registration increased this year well beyond our projected number of students. We have strengthened our relationship with the enrollment centers and immigrant organizations throughout New York City. Our reputation for providing a nurturing and supportive academic environment has helped enrollment. Teacher teams participated in a yearlong professional development looking at student work using a set of protocols. The response from teachers engaged in this work has been overwhelmingly positive. It has resulted in a collaborative and professional environment where teachers continue to reflect on their practice and make adjustments based on student learning and outcomes. The focus for next year will be on Rigorous Instruction. Teachers will norm together a school wide vision that defines rigorous instruction in the classroom. Teachers will work on Essential Questions that frame a performance based task. Teachers will frame these questions to the Common Core Learning Standards.

02M550 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	410	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	4	# Music	3	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	79.6%	% Attendance Rate			88.9%
% Free Lunch	50.4%	% Reduced Lunch			0.3%
% Limited English Proficient	94.4%	% Students with Disabilities			4.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American			27.1%
% Hispanic or Latino	43.7%	% Asian or Native Hawaiian/Pacific Islander			16.2%
% White	12.7%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.14	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			17.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			8.34
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	35.8%	Mathematics Performance at levels 3 & 4			65.8%
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			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			NO
Economically Disadvantaged	YES				
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	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
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			NO
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.

1. Liberty’s Quality Review was conducted on November 25, 2014. The area of focus for Liberty is 1.1 Curriculum Teachers will norm academic rigor as it relates to classroom instruction. Teachers will focus on writing Essential Questions that lead to Performance Based Tasks tied to rigorous academic rubrics that reflects state assessment experiences for the students. Additionally, teachers will work on strengthening their language objectives for students, paying particular attention to function and structure of these language objectives. Strong language objectives will facilitate students learning content academic vocabulary needed to become proficient English Language Learners.

2. The strength for Liberty High School is our Professional Learning Communities that examine student work to inform curriculum writing to adjust as needed. Additionally, Liberty has routine protocol for the observation process that allows teachers to be observed at least 6 times throughout the year as well as receive face to face feedback within three days of a visit. Observation reports are given to teachers within 10 days of the visit. Liberty needs to increase multiple entry points for students to allow more access points to grade level curriculum for its ELL population and teachers must continue to scaffold and differentiate instruction as needed. This will result in Liberty closing the gap between the course pass rate to students passing New York State Regents exams.

Part 2 – Annual Goal

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 2016, there will be a 3% increase in the ELA New York State Regents Exam for College and Career Readiness from 34.5% or 29 students receiving 75 or higher to 38% or 33 students taking the English Regents Exam scoring a 75 or higher on the exam.

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) 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>All ESL / ELA teachers will develop two performance based tasks (one each term) that revolves around an essential question and is accompanied by an academic rubric that is rigorous and reflective of the state assessments.</p>	<p>All teachers</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principals, Mentors, Generation Ready Coach</p>
<p>Newly identified SIFE students will be programmed for an afterschool ESL/Math class that focuses on developing academic content vocabulary.</p>	<p>SIFE Students</p>	<p>September 2015-June 2016</p>	<p>Teacher of SIFE students, After school Supervisor, Guidance Counselor</p>
<p>All newly identified SIFE parents and families in temporary housing will have two workshops dedicated to them to help foster academic resiliency in their children.</p>	<p>SIFE students and THS</p>	<p>September 2015-June 2016</p>	<p>Guidance Counselor, Parent Coordinator, College Advisor Assistant Principal and Principal, ESL and Math Teachers,</p>
<p>One PTA Meeting will be dedicated to explaining state assessments to our ELL parents. The workshop will pay close attention to NYSESLAT, English Performance Assessment used for Measures of Student Learning, and State Exams for graduation.</p>	<p>ELL parents</p>	<p>October PTA Meeting</p>	<p>Assistant Principal, Principal, Parent Coordinator, Teachers</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>										
<p>Liberty High School put all their contractual minutes on Monday afternoon to allow after school classes to meet Tuesday through Friday afternoons. An ELA SIFE class is given twice a week by a certified ESL instructor. Another class targeting students taking the ELA state assessment is given strategically November, December, January and April, May and June to help prepare students.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>	<p>Title I TA</p>	<p>Title II, Part A</p>	<p>Title III, Part A</p>	<p>X</p>	<p>Title III, Immigrant</p>		
	<p>C4E</p>		<p>21st Century Grant</p>	<p>SIG/SIF</p>	<p>PTA Funded</p>	<p>In Kind</p>		<p>Other</p>		

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.

By January 2016, there will be a 1.5% increase in the number of students earning a 75 or higher on the ELA Regents exam as evidenced by the January 2015 Regents exam results and scholarship report.

Part 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.
- The end of year data from Advance shows that 42% of Liberty’s teachers are rated as Developing in 3B Questioning and Discussion Techniques. Teachers will work towards students leading discussions in classrooms and asking questions of their peers as well as teachers. Additionally, a teacher survey regarding the new NYSESLAT exam revealed many of our students were unable to ask questions during the speaking portion of the exam. Specifically, the data shows there were 97 students who took the NYSITELL and were admitted in the fall term 2014 and remained at the Beginning / entering level for this academic school year Fall Term 2015-2016. We want to encourage more students to feel challenged academically not only by their teachers but their peers in class and to become active participants in the classroom. This was an area of focus for our school highlighted in the last Quality Review, conducted on November 25, 2014, was 1.1 Curriculum. The reviewer commented our Liberty’s need to norm our vision of academic rigor across the school community as well as promote an environment of critical thinking. Liberty’s professional development and teacher teams will focus on asking student questions that extend their thinking, higher ordered, make thinking visible and are generated by students posed to other students. Our first professional development session on Monday September 21, 2015 teachers normed their definition of academic rigor. The Data Action Model Teams that meet for five week cycles looking at student work will choose an academic rubric to work with such as Bloom's, Depth of Knowledge and / or Rigor and Relevance. One of the framing questions teachers will use to guide their work will be, "Does the task meet the school's expectations for academic rigor?"
- The school’s strength is in our teacher teams that meet together for five weeks and look at student work that is accompanied by student data. Teachers are able to choose from five different options but all cycles revolve around student outcomes and learning. The goal will be to have teacher teams focus on student work and data that is created and a result of questions and a class discussion from the classroom.

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.

By June 2016, 100% of our teachers will have presented student work that has resulted from a Performance Based Task, with Essential Question and rubric that is reflective state assessments and is a product of student questioning and discussion in the classroom.

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>
<p>All classroom observations will track whether teachers are improving their ratings to Effective in the area of 3B Classroom Questioning and Discussion Techniques.</p>	<p>Teachers</p>	<p>September 2015 to June 2016</p>	<p>Teachers, Principal and Assistant Principal, Students</p>
<p>All ELL students will work with Depth of Knowledge Question stems across disciplines in order for them to practice posing questions in class to promote an engaging discussion around a topic presented by teachers.</p>	<p>Teachers and Students</p>	<p>September 2015-June 2016</p>	<p>Teachers, Assistant Principal and Principal</p>
<p>Parents will participate in one workshop that teaches and demonstrates how to build academic resiliency at home including using their native language to reinforce literacy skills.</p>	<p>Parents, Students</p>	<p>September 2015</p>	<p>Parent Coordinator, Principal, ESL Teachers</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>We will use Title One funding to provide this workshop to families. The workshop will occur in the evening at Open School Night. Teachers will receive professional development from a Generation Ready Coach, Teachers will receive one to one coaching with the Assistant Principal. Teachers that excel will be sent to outside Professional Development led by ASCD and TESOL to strengthen their understanding of Questioning and Discussion Techniques for ELL students.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p>
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By February 2016, 50% of the teachers should have presented student work that was generated from a performance based task answering an essential question.

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.
- All teachers participate in a Data Action Model Professional Development cycle for 5 weeks. There is a menu of options teacher teams can choose from in how they would like to conduct their 5 week sessions. There are five teacher teams and only one team has chosen “Lesson Planning” as the option. This option allows teachers to plan a lesson together, videotape the lesson, view the lesson together and provide the feedback. The other four teams choose looking at student work with each teacher bringing work each week and using the Tuning Protocol to provide warm and cool feedback. However, Advance Data shows that 50% of the teachers are Developing in Engaging Students in Learning. This year the push will be for more teacher teams to plan together and create lessons that are engaging for the students.
- Liberty’s strength is directly tied to our Professional Development Program and teacher teams. Teachers have been trained in using protocols to guide their professional discussion around a focus question. The school has the right balance between going through cycles when teams can meet and breaking for specific Professional Development that is initiated and created from classroom visits. The adjustment must occur around the decision for the focus questions to get more teachers to pay attention to Components 3B and 3C to push more teachers into Effective.

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, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 60% of the teachers or 3 teams, or 15 teachers, an increase of ten teachers or two more teams will have chosen option 5 during our Professional Development program Data Action Model to plan an engaging lesson together, deliver the lesson to students while being videotaped, examine student work using the tuning protocol to identify gaps to redesign the instructional methods to meet needs of the students.

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>All teachers will participate in the Data Action Model through targeted grouping, 15 teachers or three groups will choose option 5.</p>	<p>15 teachers</p>	<p>September 2015- June 2016</p>	<p>15 Teachers, Assistant Principals and Principal Students</p>
<p>All teachers will participate in Professional Development that targets instructional strategies for ELLs including differentiation; SIOP lesson planning and creating language objectives that include both function and structure for students to acquire academic content language more effectively will be ongoing professional development topics.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Teachers, Principal, Assistant Principal, Generation ready Coach</p>
<p>All teachers will provide Course Outlines and Grading Policies to parents by Open School Night in September 2015. All teachers will review academic expectations and discuss with parents how they can help their children set learning goals in cooperation with teachers.</p>	<p>Parents, Students and teachers</p>	<p>September 2015 and February 2016</p>	<p>Teachers, Assistant Principal and Principal, Parent Coordinator</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>All 155 minutes were approved by an SBO vote to remain on Monday, Liberty is awaiting SED approval. Liberty provides 7 sessions with a Generation Ready Coach to new teachers to meet the instructional expectations of the school.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p>
<p>By February 2016, at least 10 teachers or two teacher teams will have chosen Option 5 for their Data Action Model.</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 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

- 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.

• Liberty needs to continue its work with overage and under credited students that are not moving towards English Acquisition. Liberty has a small number of students (10) that are 20 years old or older and not moving out of Level 2 or 3 in ESL due to attendance issues and academic deficiencies. Guidance Counselors and the Social Worker need to continue to work with these students to provide academic placement in a GED programs. Until such time that they leave Liberty, teachers should provide academic support (basic skills) in order for them to be successful at a GED program. Liberty’s attendance team should continue the work at providing incentives to students that are in the 75-89% attendance rate. Liberty should continue its efforts in providing a rigorous academic program so fewer students transfer to other schools in NYC. Liberty averaged 420 students enrolled this current school year and 38 or 9% transferred to other schools. Exit surveys conducted by Guidance shows that 25 or 6% of the students indicated their reasons for leaving were to find an academically challenging program. The overall instruction has improved with 62% of the teachers receiving an overall Effective rating. Liberty needs to continue to close the gap between course pass rate and the regents pass rate. The Data shows 85% of the students passing regents culminating courses but the pass rate on Regents exams is still 25% less on Global and Living Environment. Through the observation cycles measures of student learning will be tracked and teachers will be held accountable to design Performance Based Tasks using rubrics that align with state assessment exams. •

Liberty’s strength is in its Professional Development program. Teachers have an opportunity to review student data and work with colleagues to inform their instruction. Teachers will be asked to focus their conversations around norming rigor and creating rubrics that are rigorous and reflect state assessment standards where appropriate. This will result in continuing to close the gap between the course pass rate and regents pass rate. The Guidance Department and College Office Advisor will continue to look for academic opportunities for students that need to be challenged through College Now and advanced placement courses. The school continues to think about ways to incorporate community service as a requirement for graduation for students not only to strengthen character but also as a way to build a sense of community amongst our 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–Effective School Leadership. 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 2016, each teacher will be visited at least 6 times for a total of 150 classroom observations. There will be six benchmarks with timelines kept by the administration. Feedback will be given within three days of the observation and written reports will be given within a week of the observation.

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>
<p>The teachers will participate in Data Action Model Teams to review data and student work and to collaborate of the increasing the academic rigor and value of the assignment.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Teachers, Assistant Principal, Principal</p>
<p>School Leadership Team will draft school policy on Community Service component for graduation including hours of service.</p>	<p>SLT</p>	<p>September 2015- June 2016</p>	<p>SLT, Parent Coordinator, Assistant Principal and Principal</p>
<p>The attendance team will continue to work on incentives for students to improve attendance. This will include targeting students that have 75-89% daily attendance. Students will be recognized for perfect attendance and honor roll at the end of each marking period.</p>	<p>SIFE and THS students</p>	<p>September 2015- June 2016</p>	<p>Attendance Team, Principal, Assistant Principals and Parent Coordinator, Attendance Teacher</p>
<p>The Parent Coordinator will hold two workshops for parents of SIFE and STH to discuss social services and housing information.</p>	<p>Parent of SIFE and THS</p>	<p>November 2015 and December 2015</p>	<p>Parent Coordinator, Assistant Principal, Social Worker, Guidance Counselors Principal</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>Community based Organizations, Assessment Data from various resources, attendance data, and awards.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	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.

By February 2016, only 5 students will have transferred to another NYC DOE school.

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.
- The Parent Coordinator conducted a needs assessment with Liberty’s parents. The following reports were used, Quality Review interview on November 25, 2014, previous Comprehensive Education Plan, Parent Survey, Student Survey, and monthly meetings and a Parent Profile sheet created by the Parent Coordinator.
- Liberty’s strength is the addition of a Parent Coordinator for this academic school year 2014-2015, new College Advisor. Liberty’s priority is establishing agendas for PTA meetings that will be of wide interest to parents to increase participation using the Pupil Personnel Team as a resource.

Part 2 – Annual Goal

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 June 2016, PTA meetings will see a participation rate growth from 3% of our parents attending meetings to 10% of our parents attending meetings on a monthly basis.

Part 3 – Action Plan

<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) <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>The Parent Coordinator will continue to participate in professional development for Parent Coordinators offered through the NYC DOE.</p>	<p>Parent Coordinator</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator</p>
<p>Parents will have a choice of CAAS notifications at the time of registration to improve school and parent communication.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator, Registration Staff, Guidance Counselor and Social Worker</p>
<p>Social Worker will provide small group counseling to parents in crisis due to housing status, parenting difficulties, etc. Social Worker will provide small group counseling to students in crisis due to family difficulties, assimilation and acculturation issues. Counseling will serve to connect students with the larger school community</p>	<p>Parents and students</p>	<p>September 2015-June 2015</p>	<p>Social Worker, Guidance Counselors, and Parents</p>
<p>Liberty High School will arrange for one class each semester for the parents on resume writing / job placement and interviewing skills with computer skills. Parents will be offered an ESL class.</p>	<p>Parents</p>	<p>September 2015- June 2016</p>	<p>Teacher, Parent Coordinator, Parents</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>Liberty will use the social worker on staff more creatively this upcoming school year to include flexible scheduling to allow for group counseling for parents in the evening.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>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.</p>
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By February 2016, the social worker will have provided small group counseling to a group of parents as well as students. Parents will have been offered a class in the fall term for resume writing.

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

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

	<p>students for extra support. Students who are in Global 1 and Global 2 may be scheduled for Global Skills class. Most of these students are identified by the Guidance Counselor during the initial interview process, or teacher recommendation</p>	<p>on increasing understanding of content-area material and language acquisition of terminology specific to global history coursework. Lessons include close reading assignments and content vocabulary development</p>	<p>scheduled to meet each semester during normal school hours. Most instruction occurs in small groups.</p>	
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Students who are scoring below average in their classes. Guidance counselor identifies students based on classroom data and teacher recommendations.</p> <p>Guidance counselor identifies students with attendance issues (lateness/absences) that are affecting their grades in class</p>	<p>Individual counseling, group counseling, parent/student/teacher academic conferences. Support given in understanding current academic standing and provide referrals to other interventions, as needed. Student attendance counseling</p>	<p>Individual and small group instruction</p>	<p>During the school day and after school. As needed or requested by teacher, counselor, student, or parent/guardian.</p> <p>During the school day and after school. As needed or requested by teacher, counselor, student, or parent/guardian.</p> <p>During the school day and after school. As needed or requested by teacher, counselor, student, or parent/guardian</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
			Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>We find it imperative that we continue to support all of our teachers through differentiated professional development opportunities. All teachers set their own professional goal at the beginning of the school year during the initial planning conference. This goal was first discussed at the summative end year conference with the Principal after a review of all observations. The schools' professional development plan is centered on the needs of the teachers as well as student achievement data and credit accumulation. The Professional Development Committee in conjunction with the administration set the calendar of activities for the year. The PD Committee and the Administration have agreed to continue the Data Action Model. This model allows teachers to work in team examining student work and reviewing student data from the classroom. Teachers are given an option menu and within their team select how they will conduct their five week cycle. Teachers will have an opportunity to work in five week cycles five times during the 2015-2016 school year. Teachers receive other professional development workshops when we are not in teams. Topics for sessions are based on Advance Data as well as additional feedback from teachers. To assess the value of professional development sessions teachers are given three separate surveys during the school year: September, February and June. Additionally, Liberty provides job-embedded and off-site professional development opportunities. Specifically, we look for opportunities through the Office of English Language Learners. We encourage teachers to attend workshops, classes, and conferences outside the school in order to keep up-to-date with the latest research in their disciplines. We provide our newer teachers with mentors that make available their experiences and expertise during school as well as after school. We hold a new teacher meeting once a month to support our new teachers in their professional growth. Additionally, we support the needs of any teacher that feels he or she would benefit with the support of a mentor. We also provide our teachers with the support of a Generation Ready coach (formerly AUSSIE) and instructional support through our Network. Our Consultant works once a week all year at Liberty. Finally, our supervisory team is proactive in providing ongoing continuous support through the observation process. We will recruit new teachers through our connection with CUNY and their student teacher program and New York City Teaching Fellows.</p>

2b. High Quality and Ongoing Professional Development

Describe the 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).
<p>Every Monday, teachers and paraprofessionals meet with their respective departments with a lead facilitator to examine student data and student work for five weeks. Their conversations are structured around the Notice and Wonder Protocol and Tuning Protocols. Teachers use their time in their professional learning community to look at</p>

student work that reflects the instructional shifts if the CCLS. After each week, a recorder sends the minutes of the teacher discussion to the administration. The notes are reviewed and evidence of feedback is observed during the normal cycles of observation. The other time is spent on a professional development topic relevant to teacher need as demonstrated through the observation process. Teachers are asked to attend Professional Development workshops offered through the city and encouraged to attend other workshops during their own personal time that cover CCLS.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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	236,417.00	X	11,13,15,17,19
Title II, Part A	Federal	0		
Title III, Part A	Federal	44,608.00		
Title III, Immigrant	Federal	0	X	11,13,15,17,19
Tax Levy (FSF)	Local	3,092,689.00	X	11,13,15,17,19

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.

Liberty High School Academy for Newcomers

Parent Involvement Policy

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

[School name] , 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.

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>275</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>9</u>
of certified ESL/Bilingual teachers: <u>6</u>
of content area teachers: <u>3</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

1. Robotics which meets twice a week Wednesday and Friday from 2:45-4:15 pm, co-taught by a certified Physics Teacher and an ESL Teacher. The Robotics program is partnered with Google and serves 23 students during the Fall and Spring Terms. The students will compete in the city wide Robotics competition at the Javitz Center.

2. College and Career Counseling / Writing Workshop led by two certified ESL teachers (one is the College Advisor) meets with students Tuesday through Friday 2:45-4:15 pm in a small group setting. During the Fall Term the ESL teachers will work with 67 seniors ready to submit college applications and during the Spring Term work with 91 Juniors ready to start their personal narratives for college applications.

3. Conflicts and Revolutions taught by a Bilingual Social Studies teacher will support the New York State Gobal Curriculum. This course meets in the Fall term: November, December and January. The Fall Term will serve 35 students ready to take the January Regents exam. During the Spring Term the course will meet in April, May and June and serve another 35 students ready to take the Global Regents Exam in June. This class will meet Tuesday and Thursday from 2:45-4:15 pm.

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

Part B: Direct Instruction Supplemental Program Information

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

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

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

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

Begin description here: _____ This year Liberty High School added a Parent Coordinator to the staff, Maria Mackliff. It is important to note that all of our parents are parents of English Language Learners. Maria MAckliff surveyed our parents to asses their needs and interest for workshop topics since many of

Part D: Parental Engagement Activities

them are immigrants and working several jobs . Liberty will allocate some of the funding of this grant towards engagement translation and interpretation services for all languages at PArEnt Teacher Association Meetings and interpreters for our School Leadership Team Members so members can focus on agenda items and other can translate for parents. Additionally, some of the documents that are provided on the DOE website are not currently available in the languages we service at Liberty HS; therefore, we must contact an outside vendor for translation services. Some of our workshops require interpretation services in languages we don't offer in house. The workshops that are specifically designed for our ELL parents and target new immigrant families are tentatively scheduled for the following times:

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

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. 	_____	_____

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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 02	Borough Manhattan	School Number 550
School Name Liberty High School Academy for Newcomer		

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 Rhonda Huegel	Assistant Principal Carlos Carmona
Coach Bas Stevenson	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Jeffrey Conway	School Counselor Nathaly Mejia
Teacher/Subject Area Indira Polanco, Social Studies	Parent Ms. Jachec-Borawska
Teacher/Subject Area Tawfic Kassim, ESL	Parent Coordinator Vanessa Balvin
Related-Service Provider Jairo Galeano, Special Ed	Borough Field Support Center Staff Member Yuet Chen
Superintendent Lashawn Robinson	Other (Name and Title) Michael McBrien, AP

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	10	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	2
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 <u>not</u> 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)	367	Total number of ELLs	367	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
Dual Language										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	367	Newcomers (ELLs receiving service 0-3 years)	355	ELL Students with Disabilities	7
SIFE	69	Developing ELLs (ELLs receiving service 4-6 years)	12	Long-Term (ELLs receiving service 7 or more years)	0

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	355			12			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
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	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	ELL	EP																			
SELECT ONE _____																					0	0	
SELECT ONE _____																						0	0
SELECT ONE _____																						0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	ELL	EP	ELL	EP	ELL	EP	ELL	EP		
SELECT ONE _____											0	0
SELECT ONE _____											0	0
SELECT ONE _____											0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0

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: _____
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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										20	79	51	28	0
Chinese										1	1	5	9	0
Russian										0	2	0	3	0
Bengali										5	3		2	0
Urdu													2	0
Arabic										15	23	16	6	0
Haitian											1	2		0
French										4	17	21	21	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										2		2		0
Albanian										0				0
Other										6	4	7	9	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)										61	91	24	2	0
Emerging (Low Intermediate)										3	20	18	12	0
Transitioning (High Intermediate)										3	11	20	14	0
Expanding (Advanced)										3	10	10	2	0
Commanding (Proficient)										0	0	0	0	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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0						0	0	0	0	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	0	0	0	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	20		8	
Integrated Algebra/CC Algebra	7		0	
Geometry/CC Algebra	0		0	
Algebra 2/Trigonometry	0		0	
Math <u>MXRE</u>	59		16	
Chemistry	15		5	
Earth Science	18		2	
Living Environment	111		35	
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	125		12	
Geography	0		0	
US History and Government	97		59	
LOTE	0		0	
Government	0		0	
Other _____	0		0	
Other _____	0		0	
NYSAA ELA	0		0	
NYSAA Mathematics	0		0	
NYSAA Social Studies	0		0	
NYSAA Science	0		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.
 Initial and internal testing focuses on evaluating students' level in reading, writing, speaking and listening to place in the appropriate ENL level during the registration process. The assessment has been created by ENL teachers based on the benchmarks for each ENL level 1-8 at Liberty High School. A copy of Liberty's curriculum is given to all teachers including content based instructors. Once students has taken the test, the assessment is reviewed by an ENL teacher who makes the recommendation for level to the guidance counselor. Once a student has been programmed there is a two week opportunity to make program adjustments for the student based on their classroom assessment. Once students are placed in the correct ENL level, the classroom teacher gives a number of formal and informal assessments that are graded with a normed rubric to verify if the placement is valid. All classes and assessments use a balanced literacy approach that focus on the four skills for ENL students: reading, writing, speaking and listening. Liberty uses their professional development minutes to review student work through our school wide Data Action Model protocol. We continually use student work to address ENL curriculum needs as well as strengthen our understanding of language objectives across all subjects and disciplines. Liberty is committed to using the Sheltered Instruction Observation Protocol (SIOP) for our students with a concentration on language objectives that have clear function and structure components. Liberty teachers focus on reading and writing in every classroom as the data continue to shows that students are deficient in these areas.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Liberty teachers continually discuss data patterns as part of our school wide Data Action Model protocol which requires an in depth analysis of student work. A group of ENL teachers reviewed the current ENL curriculum and revised as necessary based on student work this past academic school year. Since this year's NYSESLAT was aligned towards the Common Core Learning Standards, it was evident during the speaking portion of the test across grade levels students had difficulty in formulating and asking questions. The data also reveals students are not testing proficient or at the commanding level at Liberty High School, however 40% of the students that took the Common Core English Regents Exam in June 2015 passes the exam. Students are graduating without NYSESLAT proficiency. Currently, Liberty does not have students that are proficient and still require ENL services.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Liberty uses the AMAO tool to analyze students performance levels for the different graduating cohorts of students. We make cohort adjustments for our ELLs based on this data. Liberty schedules one to one tutoring during the day which includes basic literacy through small group instruction. Students are also identified for Regents prep classes after school to target Performance Index. Even though students are able to pass the NYS English Regents exam, Liberty is a school in good standing, students are not progressing at the rate the tool predicts for students to become proficient / commanding for the NYSESLAT. Liberty has taken steps to address this issue by linking the individual teachers' measures of student learning or MOSL to the NYSESLAT results for the state measure. This measure contributes 20% to a teacher's final rating. Additionally, Liberty requires every teacher to write language objectives for every lesson that target function and structure pinpointing the Academic Language teachers want students to know, understand and learn during the instructional period. The school needs to promote and discuss the importance of the NYSESLAT to students ensuring that they take it seriously as a measure of their individual progress.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - A. The majority of our students in their first year at Liberty High School test as entitled for service and on the NYSESLAT the majority test at the entering level after their first year. Students in their second year of study test at the emerging level. No students test proficient / commanding on the NYSESLAT. Our students take the Regents exams in English all of scores have seen an improvement. Students take their first Regents exam after completing their first year and a half at Liberty. Students do not take the test in their home language.
 - B. Liberty does not use the ELL periodic assessment. Liberty uses the ELA Performance Assessment as a measure of growth. Teachers administer the exam in the fall term and retest in the Spring term as their local measure. Teachers use the student work as part of their inquiry work during professional development sessions. Teachers use a set of protocols to reflect on the data and then another protocol to assess the instructional and learning gaps to inform their instruction and adjust our ESL curriculum
 - C. Liberty has learned to identify writing gaps in their instructional practices by examining student work. As a result teachers have developed templates for writing to assist our students in developing thesis statements and cite evidence from texts to develop argumentative essays. Students' home language is used for grouping in classroom settings. For example, teachers may group students according to their home language in order to discuss higher ordered thinking question in their native language or discuss a project / debate an issue. However, all final answers are to be given in English. Liberty encourages students and parents to continue to promote their home language such as reading books fiction and non fiction as well as periodicals and newspapers to gain fluency in their native language. Fluency in their native language assists in acquiring ENL. At the time of registration, students with lower literacy are paired with students with the same native language to assist with assimilation in school life and culture.
 5. 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](#).] Liberty encourages teachers to use a three tiered intervention support system for struggling students. Students that are not meeting ENL benchmarks are identified and are given small group instruction during the week by a certified ENL teacher. Students that continue to struggle are given a class after school that meets twice a week with a certified ENL teacher. Students that still struggling are given one to one tutoring during the day during a non academic course such as Art, Music and Physical Education.
 6. How do you make sure that a student's new language development is considered in instructional decisions?

At registration we assess a student's proficiency in their native language and encourage parents and guardians to use native language at home to strengthen fluency resulting in better second language acquisition. Classroom teachers use native language glossaries and texts as well as same language groups for students to discuss and analyze content in their native language to make meaning of the content. ENL teachers strengthen native literacy through use of our multi lingual library and classroom libraries. ENL teachers use a Liberty High School created ENL curriculum that encompasses the Common Core Learning Standards and its performance standards. At each level students are required to master the anchor standards before moving on to the next level. Each ENL level incorporates the four modalities of reading, writing, speaking and listening within the CCLS. Teachers assess student skills using the levels of literacy progressions entering, emerging, transitioning, expanding and commanding. Students are assessed with rubrics that are aligned to the progressions and with grade level appropriate material.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. 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).

Liberty currently assesses the value of its program by the graduation rate which includes the 4 year, 6 year and Alternative Cohorts, retention rate, NYS Regents results, ELA Performance Assessment and NYSESLAT results. Through consistent review of student work and

analyzing learning gaps versus the instructional gaps Liberty teachers are constantly rethinking instruction and strengthening learning objectives that maximize how students use English as well as strengthening their native language skills.

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.
 1. The following steps are followed for the identification of those students who may possibly be ENLs. The Home Language Identification Survey (HLIS) is given to all students and assistance is given by a trained ENL teacher or Bilingual Guidance Counselor assigned to the registration process. If HLIS indicates their home language is other than English student and family proceed to interview to determine placement in our program. The interview is conducted by the Bilingual Guidance Counselor or trained ENL teacher. The interview process includes the student being interviewed orally and then asking for a written sample of work. Liberty’s new admits are all new immigrants and newly arrived to the country going into the ninth and tenth grades. These students are administered the NYSITELL within ten school days of admittance. Liberty’s admission is ongoing throughout the school year as we continually take new immigrants throughout the year. Two teachers from the ENL Department administer the NYSITELL within ten school days to students that is coordinated by the Assistant Principal. It is rare for Liberty to enroll students that have previously attended a NYC or NYS school. However, through the interview process we determine if this is the case and we contact the previous school for NYSITELL and NYSESLAT scores. The Pupil Personnel Services team checks and verifies any scores in ATS and previous schools. If students have been out the state or country for more than two years students go through the ELL identification process again including the HLIS interview and NYSITELL. All members of this team have been trained and normed.
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).

Students with Interrupted / Inconsistent Formal Education are identified several ways at Liberty High School. The first step in identifying SIFE students occurs during the interview process with the Bilingual Guidance Counselor. Students are then given an oral interview and written assessment of their English and Native language skills. Based on the information gathered students are then identified as SIFE and the information is entered into ATS. Students with home language as Arabic, Bengali, Chinese, Haitian Creole and Spanish Liberty administers the LENS questionnaire. We make any adjustments to SIFE status throughout the school year.
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).

Liberty High School takes almost all students that are newly arrived to the country. However, if students are transferring from another high school within NYC, NYS or another state through the interview process, ATS and CAP search students are identified as having an IEP. If it is determined that a student has an IEP the Language Proficiency Team reviews the IEP and determines if the student should also be designated as SIFE. The LPT determines if the student should stake the NYSITELL and the ELL identification process continues as with all students. If the LPT determines the student should not take the NYSITELL the recommendation is sent to the Principal. The Principal determines if the student should take the NYSITELL or not. If the Principal determines the should not take the NYSITELL the recommendation is sent to the Superintendent for review. If the Superintendent agrees that the student should not take the NYSITELL the parent is notified and the ELL identification process ends. If the Superintendent feels the student should be administered the NYSITELL the student takes the test to determine eligibility.
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.

Once students are administered the NYSITELL. The Pupil Personnel Team via the guidance counselor assigned to each students sends out the Entitlement or non Entitlement letters to students and parents to the home address provided at the time of admissions. A copy of the letter is kept in the student’s cumulative folder in the Guidance Counselor’s Office and a copy is kept in the registration office.
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).

Once parents/guardians and students have been notified of their ELL status they have the right to appeal within 45 days of enrollment. Parents are informed of the appeal process during their interview with the Guidance Counselor assigned to their admission process. The appeal process begins with a written request and can be made by the following people: parent or guardian, student’s teacher with consent of the parent, and a student that is 18 years or older. The re-identification process must be completed within 10 days of the written request.

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.
- The three program choices are explained to parents during the registration process and the initial interview session by a bilingual Guidance Counselor and / or bilingual teacher. At registration, we distribute and collect program selection forms and keep them on file in the students cumulative record. The Pupil Personnel Team enters the parents choice on the ELPC screen in ATS. When parents do not speak English, we request the assistance of a translator either by an paraprofessional, bilingual guidance counselor, bilingual teacher, bilingual school aid or over the phone translation available through the NYC DOE translation unit. Parents are shown the video that explains the three program choices for their children. In the event that parents believe that Liberty High School will not meet the needs, we actively reach out to the enrollment center and / or schools within our Superintendency that can better suit their needs. If Liberty High School is able to provide a program selection not previously offered our Guidance Department with the assistance of our parent coordinator reaches out to parents to inform them that another option is available.
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.
- In order to ensure the timeliness of all Parent Surveys and Program Selection forms Liberty includes it in the registration package with other standard admission forms. All registration packages are in the parents' home language to ensure understanding an accuracy. All our forms are filled out during the registration process. If parents need more time in deciding their choice of program the Bilingual Guidance Counselor follows up with the parent via the student. However, this is extremely rare, in general all decisions regarding the program selection are decided during the interview and registration process.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- All parents and guardians fill out the Parents Survey and Program Selection form during registration and the interview with the assistance of a bilingual guidance counselor.
9. Describe how your school ensures that placement parent notification letters are distributed.
- Liberty High School ensures that placement parent notification letters are sent home via student. All forms are distributed through the second official class period. A phone master in several languages is sent in tandem to inform parents that a notice was sent home via their child.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- At Liberty each student is assigned one guidance counselor to track the progress of their academic years. Each bilingual guidance counselor keeps the cumulative record in their office until graduation or discharge. Each record includes a copy of the HLIS and entitlement letters, non entitlement and / or continued entitlement. A copy of these letters are also kep in a binder in the registration office.
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.
- Liberty serves an entire school of over 400 students that require the NYSESLAT exam. For new students, the testing coordinators work with the Assistant Principal of Adminsitration to identify students that are eligible for the NYSITELL with the RLER report in ATS. After NYSITELL is adminisitered, the testing coordinator runs the RLAB report and we enter the program choice in the ELPC screen. In the Spring Term, Liberty administers the NYSESLAT to student using the RLAT report in ATS. 99% of the students at Liberty are required to take the test. As soon as the testing window opens, Liberty teachers administers the speaking portion of the test as soon as the testing window is open. Each ENL teacher works with a partner ENL teacher to test a class of students. Teachers use their professional assignments to test all the students. The classroom teacher continues instruction and another teacher pulls out students to our testing center one at a time to administer the speaking poriton. Two to three students can be tested for the speaking portion during a 47 minute period. Liberty then schedules the NYSESLAT portion of the test in May for two to three days. The reading, writing and listening sections are completed in class. Liberty then compiles a list of absent students. Liberty identifies these students in the CAAS system. When students arrive to the building, after being absent, a ENL teacher administers the test that day. Liberty uses two 80 minute professional development sessions to train and norm all of the ENL teachers on scoring and grading. Teachers grade another class' test papers during their C6 assignments and after school for per session. The Assistant Principal of Administration coordinates and handles these activities with the two ENL teachers assigned as the testing coordinators.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- Liberty High School ensures that all entitlement letters, continued entitlement and transitional support parent notification letters are sent home via student. The letters are distributed to students via the second period official attendance taking period. A phone master in several languages is sent home in tandem to inform parents that an important letter is going home that day. All conitnued entitlement letters and transitional support parent notification letters are sent home in the first week of school.
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).

Liberty High School Academy for Newcomers is a transfer high school and does not work with the Office of Student Enrollment. No student is placed at Liberty by OSEPO. Liberty offers an ENL program. If parents would like another program we work within our Superintendency of schools to provide a different placement. As well as refer parent to the enrollment centers for better placement. Parents overwhelmingly choose our ENL program.

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.

Liberty High School uses a departmentalized approach to its organization. Since Liberty is a transfer high school grades 9-12 with most students entering as over aged and undercredited (OAUC) Liberty programs students based on individual needs as well as language proficiency. All content teachers are provided with a copy of the ENL curriculum which is unique to our school but in aligned to the new ENL benchmarks as well as proficiency levels. All content teachers use the SIOP model to plan lessons and use language objectives that address structure and function to increase students' proficiency of academic content language.
 - 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)?

Liberty High School has an eight period day with each period meeting five days a week. The organization of our teachers ensures that the mandated number of instructional minutes is provided according to the proficiency levels to each individual student based on the NYSESLAT results. The instructional minutes are explicitly delivered in the ENL model as per CR Part 154. Our master program is set up that the daily, weekly, monthly and semester minutes are calculated to meet the requirement under the law. Our ENL classes are connected to the ELA classes and no credit is awarded unless the students successfully passes the ENL class. Students that test on the NYSESLAT as Entering or Emerging typically receive over 600 minutes a week when the requirement under CR PART 154 is 360. Students that test at Transitioning or Expanding typically receive 225 - 400 minutes per week which exceeds the requirement of 180 minutes per week. Our commanding students receive 180 minutes of weekly instruction. SIFE receive receive an additional 90 minutes per week.
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.

All teachers at Liberty High School are required to use the Sheltered Observation Instructional Protocol (SIOP) model when delivering instruction to our ENL population. All content is delivered in English with teachers accessing students' native language for small groups and assisting and processing of content information. Teachers clearly define language objectives in all lessons across the content to identify the structure and function of their objectives. All teachers are given a copy of the ENL curriculum used throughout the ENL levels 1-8. The curriculum identifies performance standards at each level. Content teachers use this as schema to access language in their own classrooms. Teachers use the following materials in their classes: Achieve 3000, Discovery, BrainPOP, Pearson Algebra, Geometry and Trig textbooks, Macdougall Litel Global, US, Government and Economic textbooks, nonfiction articles, Primary source material, short stories and literature.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

The literacy levels of all students is evaluated upon their arrival to Liberty High School. We use a teacher diagnostic tool throughout the year to assess native language ability and compare growth measures.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 ENL teachers design their own lessons and assessments in order to ensure that students are receiving adequate instruction in all four modalities. ENL teachers review NYSESLAT results for individual students at the different proficiency levels. ENL teachers designed a new ESL curriculum based on the new levels, required minutes which includes benchmarks for each modality as well as which Common Core Learning Standards for literacy are to be addressed at the different ENL levels.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status
- A. SIFE students are programmed for the appropriate level ENL class during the day. Teachers support their academic growth by differentiating the material via readiness and motivation. Teachers will have an opportunity to use Achieve 3000 this year, to assist in delivering the content at various reading levels in the class. Teachers use the RTI model of identifying students that are struggling creating smaller groups for more individualized instruction and if needed individual instruction. SIFE students that are not fluent in their native language and struggle with literacy are given a once a week class with a teacher that works on basic literacy through a program Liberty purchased. This is a pull out model with an ENL teacher. Teachers use scaffolding strategies to engage SIFE students and receive additional support in an after school class that meets twice a week for an additional 90 minutes aweek.
- B. Newcomer students are usually placed in ESL One of Two but all placements are made based upon the results of an assessment students take during their registration process at Liberty. Teachers give an assessment in their classes to make sure the placement is accurate and they have two weeks from the time a student enrolls at Liberty to request a change from the Guidance Counselor.
- C. Students that are developing are given a choice of content area classes to support their growth as learners. We offer several English Electives that meet the differentiated needs of our students. Students are also encouraged to take different science electives to support their interest and growth as learners. Students can meet diploma requirements through Living Environment, Earth Science or Chemistry. Teachers differentiate assignments by allowing choice, visual support, and leveled readings but all assessments are given one rigorous rubric that is aligned with Common Core Learning Standards and NYS Regents exams.
- D. Our Long Term ELLs are given support through increasing the number of weekly minutes they receive in ENL instruction. These students are targeted for after school enrichment programs that work in skills needed for NYS Regents Exams for graduation.
- E. At this time Liberty High School has no students that are former ELLs. However, students that are former ELLs, would receive an ENL class targeted at research writing and public speaking at the College Level.
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.
- Liberty HS has all newcomers from across the globe and are all ELLs. All students test as entitled to services. However, ESL teachers will work with Guidance Counselors with the re-identification process and Guidance Counselors will work with Parents if they feel their child should be is entitled or discontinued from services. The process will occur 10 days after the written notification is made. Names will be given to the Testing Coordinators and they will handle the testing aspect of this process within the ten day window.
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?
 Liberty's special education teacher is trained in ESL methodologies and strategies. The Special Education teacher provides SETTS services to our students with IEPs and any additional students that are recognized to have severe learning issues identified by the bilingual guidance counselors and still needs a referral for Special Education services. The special education teacher also pushes into the classroom with Educational paraprofessionals to support students within the classroom. The special education teacher used the same resources as the general education teacher however uses scaffolding to assist students achieve academic proficiency. The special education teacher works with the general education teacher during other professional work time to write a detailed action plan /goal setting sheet for each SETTS student to achieve language fluency.
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?
 ELL-SWDs are programmed for resource room to meet their IEP mandates and goals. Liberty does not support a self-contained program, therefore, students are given any necessary support to be successful in the classroom including the use of a

Chart

Educational Paraprofessional. Students that are identified as needing additional academic intervention services are programmed for after school assistance with a trained ENL teacher.

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*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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(u) 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.

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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

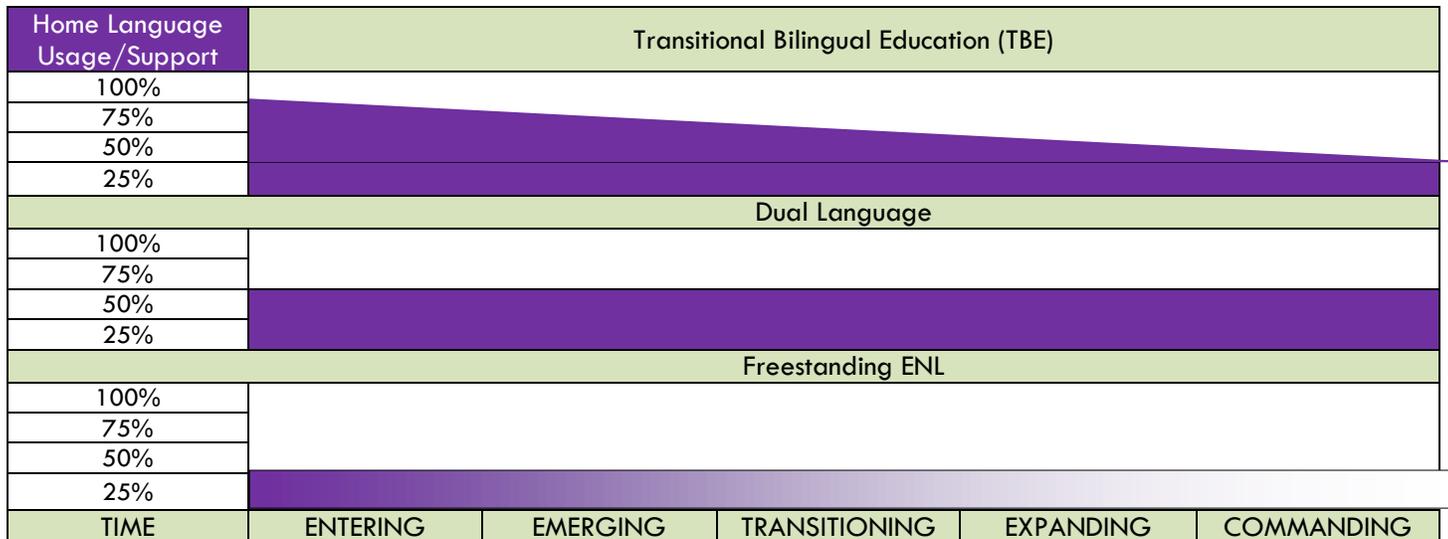


*Note: “other approved services” does not apply to New York City at this time.

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. Liberty offers an after school Academic Intervention Services program through teachers and peer tutoring. 10 Students participate in the Peer Tutoring program and are available to assist students throughout the day. Teachers and Guidance Counselors recommend students that would benefit from extra support after school. There are 34 students in the after school SIFE program. Two teachers, one in math and another in social studies provide AIS after school. Liberty also has small group tutoring throughout the day for our basic literacy students. There are ten students that receive GED skills tutoring.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The data shows that our performance across levels is improving and trending in the right direction. For example, our NYS Regents results for ELA in 2015 were 20.2 percent higher than the previous year. For all state exams students have improved.
12. What new programs or improvements will be considered for the upcoming school year?
For the upcoming school year, we are considering Advanced Placement Spanish for our Native Speakers, Yoga and Meditation for improved mind set and success. Students will have an opportunity to take Robotics after school with our continued partnership with Google. With the new 4 +1 option, we have encouraged students to take Earth Science and Algebra II which has not been traditionally programmed at Liberty High School.
13. What programs/services for ELLs will be discontinued and why?
The only program that has been discontinued has been the after school program with the Rubin Art Museum because the museum lost their funding and had to cut positions and can no longer provide the Art Teacher after school.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Liberty High School Academy for Newcomers is unique because our entire student population are English Language Learners. They all enjoy equal access to all our programs offered during the day and after school.
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.
Liberty High School has invested a great deal in instructional materials for the classroom to support our ELLs. All classrooms have been outfitted with Smart Board technology. Liberty has acquired three lap top carts as well as ipads and mini ipads for classroom use. Liberty has purchased Discovery, Achieve 3000 and World Book for classroom use. For literacy students Liberty has purchased Learning A-Z which is used during small group and one to one instruction.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
All of the ENL classes include an independent reading project in the students' home language. All the ENL classrooms have their own libraries as well as our school wide library that has fiction and non fiction books and resources in several high frequency languages. We also encourage small homogeneous groups during class that allow students to use their home language to think and process new content material. We encourage parents during our registration process to continue to use the home language to build native language fluency to assist with better English acquisition.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
ENL teachers are given great flexibility to ensure materials are grade appropriate as well as age appropriate. This year the school has invested in Achieve 3000 to ensure the quality of non fiction texts is leveled for age and language levels. The assistant principal and principal offer feedback through the observation process on the appropriateness of class materials. The school has a committee that works on ordering materials for class libraries and school library that are appropriate for our students.
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).
Whenever possible, newly enrolled ELLs at Liberty High School are programmed for summer school. Students take three courses that are targeted for them ENL, ART and Science. All teachers that work for the Title III summer program are trained to use the SIOP model, have received the mandated minutes of professional development targeting ENL instruction. New students are gathered the first day of school and are given a tour of the building by the assistant principal, the guidance counselor reviews school policies and expectations, the parent coordinator is introduced and gives a special welcome and reviews the importance of daily attendance. Liberty hosts a new student mixer during the fall term. When students arrive during the school year, the parent coordinator introduces new students to a student mentor that speaks the same home language to assist during the first week of school. The student mentor gives the school tour and introduces the students to teachers and other students.
19. What language electives are offered to ELLs?
Liberty students are granted credit from their foreign transcripts to satisfy their foreign language requirement for the NY state. We have a small group of students that require a foreign language and Liberty offers Spanish and Mandarin.
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.)

Professional Development Plan
2015-2016

Liberty High School's professional development plan will continue to address the findings of the Quality Review as well as provide the mandated minutes required for ELL instruction. Our professional development time is on Monday afternoons for 80 minutes. There are ___ Mondays in this year's school calendar along with Chancellor's Conference Days in September, November, February and June. Teachers will engage in looking at student work using the Data Action Model and professional protocols to guide their discussion. The Data Action Model will occur four times for five week cycles. Teachers will be grouped by department as well as interdisciplinary. Additionally, teachers will choose as a group how they would like to use their five weeks based on a differentiated approach to professional development. All cycles use student work as the focal point. Teacher will use the following as the focus questions when examining student work:

- Is the assignment academically rigorous for students and push their learning?
- Is this Performance Based Assessment reflective of the Common Core Learning Standards?
- Does the student work reflect the language objectives I planned for both function and structure?
- Does the student work allow students to ask and write questions and discuss the topic with strong academic language?

When teachers are not engaged in the Data Action Model, teachers will attend a professional development session designed to target and strengthen their understanding of the questions above. These sessions will be intermittently between cycles with the following topics scheduled:

- Norming Academic Rigor
- Designing Performance Based Assessments
- SIOP and Language Objectives: Strengthening Function and Structure
- SMART Board Training
- Regents Item Analysis
- Questioning and Discussion Activities in the ELL classroom
- Differentiation
- In Depth Look at the Scholarship Report

The observation cycles will be used to monitor the implementation of the above professional development series. The Principal and Assistant Principal will work to ensure that teachers are systematically applying the PD to improve student learning and understanding.

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?

Liberty's focus will be on strengthening teachers use of the SIOP model and strengthening language objectives both structure and function. Liberty's instructional focus is Questioning and Discussion through the different levels of DOK.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

For students with interrupted education students receive after school tutoring from peers and teachers. Additionally, students are given an opportunity to participate in workshops from outside organizations that provide assistance to newly arrived immigrants.

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 our teachers receive professional development that targets ELLs since all of our students are newly arrived immigrants Liberty's PD only focuses on strategies and activities that strengthen and deepen the teachers' understanding of how to support ENL students. Liberty teachers attend workshops around the NYC and NYC DOE from the Office of ELLs and QTEL and TESOL organizations. Liberty continues to send teachers to outside workshops through ASCD including virtual workshops that target ELLs. All agenda and sign in sheets are kept in the Principal's yearly binder for PPO and Quality review purposes.

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?

All parents have an individual meeting the a bilingual Guidance Counselor during admissions. to discuss our stand alone ENL/ESL program. All parents are contacted by individual teachers during the school year to discuss individual progress. Liberty's parent coordinator keeps the master list all parents / students contacted to satisfy CR Part 154. Teachers indicate on an in house form whether or not they were able to conference with parents or need translation and interpretation services. If parents need translations services Liberty's Parent Coordinator sets up individual meetings with a translator.

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.

Liberty has created a form that teachers submit every week to keep track of meetings/ phone calls for annual individual meetings. On the form, ESL teachers check off a box if this telephone / in person conference satisfies state requirements. The Parent Coordinator keeps a master list.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Liberty's Parent Coordinator arranges monthly workshop, meetings and coffee hour with the PTA to engage parents. Liberty surveys parents needs at the time of registration. The information is kept in a database and a phone master is sent to inform parents of the monthly workshops. Liberty will continue to provide ESL classes as well as computer literacy classes for parent.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
N/C
5. How do you evaluate the needs of the parents?

The parent coordinator evaluates the needs of parent during the registration process and at a PTA meeting in September and October. At registration, while the students are taking a pre assessment and filling out paperwork the Parent Coordinator profiles each parent with a survey created by Liberty HS.

6. How do your parental involvement activities address the needs of the parents?

All planned workshops come from our parent survey at the time of registration (liberty made) and through surveys (liberty created) given in September and October at the PTA meetings. We also receive parent requests through School Leadership Team meetings held monthly through our PTA President. All agendas and sign in sheets and minutes are kept in the Parent Coordinator's office. The parent coordinator works with our parents to make sure their needs to become involved in their child's education can happen. We communicate frequently with parents's through mailings, flyers, and phone master translated into our high frequency languages.

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.

N/A

School Name: _		School DBN: _	
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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member		1/1/01
	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: **02M550**

School Name: **Liberty High School Academy for New**
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.

We assess our parents' oral interpretation and written translation needs at the time of admissions. The Parent Coordinator meets and interviews all families and assesses their needs individually since Liberty is a diverse global community. The Parent Coordinator has generated a brief parent profile that allows Liberty to determine our translation needs throughout the year. We use this survey in tandem with the HLS to determine our translation needs throughout the year for Parent Teacher Conference Night, PTA and SLT meetings, and OPen School Night. Each parents preference is recorded on the ATS form that is used at in-take. The Pupil Personnel Team runs a report to ensure all families have indicated a preference. Additionally, staff members share information they have gathered through their weeklyparental contact time and update information on emergency blue cards and ATS records.

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.

Liberty High School's numbers fluctuate as a result of our transfer population. We admit and discharge students throughout the year. Due to the nature of our school and immigration patterns the number of languages we serve changes throughout the year, At the time of this report 20 languages are served: Arabic (60), Bengali (7), Brhaui (1), Chinese Any (23), English (18), French (94), Italian (2), Hausa (1), Polish (1), Fulani (5), Haitian Creole (4), Nepali (2), Russian (11), Spanish (244), Thai (2), Taji (2), Tonga (2), Urdu (4), Uzbek (4), Wolof (10).

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.)

We disseminate several documents throughout the school year that are in addition to the standard Registration Forms and Emergency Contact , ELL Entitlement Letters, Discipline Code, Graduation Requirements which can all be found in translated languages on the NYC DOE website. In addition to these documents the Parent Coordinator disseminates calendar updates, welcome letter, and Quality Review snap shot to families. Liberty uses in house staff members i.e. teachers to translate all materials for families. If there is a need to have documents translated we use CBO's as well as the Translation Unit provided by the DOE.

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.

During face-to-face meetings with parents such as Open School Night, Parent Teacher Conferences, SLT and PTA meetings throughout the school year we rely on teachers, paraprofessionals, school aides, guidance counselors, social worker, administrators, teachers and senior students to translate for families. We post signs on the cafeteria to group families by language need and place a staff person in the area to translate. If the face-to-face meeting is an individual conference concerning a student(s) and a confidential or sensitive matter, we use the NYC DOE translation Unit call in service, guidance stadd or administrator.

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 ensure timely provision of translated documents to parents we rely heavily on staff members first and then if there is a lanaguage we cannot translate we use the Translation and Interpretation Unit and lastly we go to an outside vendor.

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.

Liberty uses a variety of ways to provide translation for parents. If Liberty High School is hosting a school wide meeting, we rely mostly on teachers and senior students to provide translation, and if needed we use outside vendors contracted by the DOE to provide translation for our less frequent languages. If the meeting is for an individual student or family we use teachers that have been trained on the student's Bill Of Rights and confidentiality or over the phone interpreters via the Translation and Interpretation unit.

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.)

Liberty High School regularly identifies teachers, school aides, guidance counselors and students available for translation at the beginning of every school year. At our first meeting on September 8, 2015, we will discuss the over the phone translation availability. We also have a bulletin board located by the main office that has a picture of every staff member and language capability. Staff schedules are posted for translation availability during the day.

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

Our schools fulfills Section VII of Chancellor's Regulation A-663 by providing parents with a copy of Bill of Parent Rights and Responsibilities which includes their right in regards to translation and interpretation services. These documents are those that are provided through the NYC DOE website. We have a bulletin board of every staff member and language capability posted for services. We provide school documents and calendars in translated versions and the number to over the phone translation to parents and teachers in September.

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)

In order to ensure the quality of services to parents, Liberty relies on the Learning Environment Survey, parent responses. We also rely on feedback from the Parent Coordinator and parent profile survey to assess the language needs of our families.