



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

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

Renewal School Comprehensive Educational Plan (RSCEP) Outline

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Section 1: School Information Page

School Information

School Name: Long Island City High School School Number (DBN): 30Q450
9-12
Grades Served: _____
School Address: 14-30 Broadway, Long Island City, NY 11106
718-545-7095 718-545-2980
Phone Number: _____ Fax: _____
School Contact Person: Vivian P. Selenikas Email Address: vseleni@schools.nyc.gov
Principal: Vivian P. Selenikas
Thomas Ballinger
UFT Chapter Leader: _____
Anita O'Brien
Parents' Association President: _____
Thomas Ballinger
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Cassandra Swan
Katherine Chitacapa
Student Representative(s): _____
Sabrina Santos
Michelle Makabali – Zone 126
CBO Representative: _____

District Information

District: Renewal High Schools Superintendent: Michael Alcott
2 Metrotech 3rd floor, Brooklyn, NY 11201
Superintendent's Office Address: _____
malcott@schools.nyc.gov
Superintendent's Email Address: _____
718-935-3068
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: Queens West Director: Lawrence Pendergast

28-11 Queens Plaza North, 4th floor, Long Island City, NY

Director's Office Address:

lpender@schools.nyc.gov

Director's Email Address:

917-225-2020

N/A

Phone Number:

Fax:

Section 2: Executive Summary and Organizing Principles

The Objective

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

The core values held as essential for the success of the School Renewal Program:

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

The organizing Theory of Action that guides the [School Renewal Program](#) strategy:

By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.

The arc of the School Renewal Program strategy:

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students.
- Additional, focused strategies to increase parent and family engagement.

Information on the Framework for Great Schools and the DTSDE

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 RSCEP 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 Renewal School Comprehensive Educational Plan (RSCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.

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 and Renewal Committees are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans in response to the first five (5) 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.

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.

Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the American Institute of Research (AIR) Needs Assessment, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Education Plans also will use the tool.

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

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 RSCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your school's current goals, and 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 have identified, and will let your school community know when you have reached your goal.
- **Step 6:** 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 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust practices 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 3: School Leadership Team (SLT) Signature Page

Directions: All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, 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.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk*.
4. 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 RSCEP, not approval.
5. 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.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
x	Vivian Selenikas	*Principal or Designee	
x	Thomas Ballinger	*UFT Chapter Leader or Designee	
x	Anita O'Brien	*PA/PTA President or Designated Co-President	
x	Tracey Brown	DC 37 Representative (staff), if applicable	
x	Cassandra Swan	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Michelle Makabali	Community School Director (staff)	
x	Katherine Chitacapa (CUL) Sabrina Santos (CUL)	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
x	Tamitope Abiodun (HUC) Tahamina Begum (AWE) Keyla Fernandez (LANG)	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
x	Phyllis Mahmoud	Parent	
x	Catherine Moulavassilis	Parent	
x	Lisa Fuller	Parent	
x	Chevion Weaks-Lopez	Parent	
		Staff/Parent/Other Contributor	
	Maria Rodriguez	Assistant Principal	
	Peter Mulbach	Teacher	
	Windy Destefano	Teacher	

Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide 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. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

The Long Island City High School community is eagerly preparing for the 2015-16 school year. With the support of our community partner Zone 126 and our Superintendent's support staff, we will be able to achieve our goals for improving student outcomes for this year and beyond. The school community shares the rigorous vision as indicated in the 5 RSCEP goals for improved student achievement and well-being at LICHS.

Over the past three year, under the leadership of the current Principal and a strong instructional leadership team, LICHS has made progress in each of the six elements of the Framework for Great Schools. The most significant growth is evident in the elements of Collaborative Teachers, Effective School Leadership, Supportive Environment, and Trust as indicated by the corresponding findings of the 2014-15 and 2013-14 Quality Review indicators which were found to be Well Developed. While Rigorous Instruction was found to be Proficient, more growth is needed in order to significantly affect student outcomes. Strong Family-Community Ties is an area of focus for SY 2015-16. This growth was evidenced in the following detailed information about how the Long Island City High School Community met its NYSED targets for removal as a Priority School:

During the summer of 2012, Long Island City High School was identified as a **Priority School** under new state accountability rules defined by the New York State Education Department (NYSED)'s Elementary and Secondary Education Act (ESEA) waiver . According to State rules, Priority Schools were identified based on data from the 2010-11 school year and prior. On June 2nd , 2015, the Principal received the following notification: **Congratulations! Your school has been removed from Priority School status.**

The ELT program at LICHS addresses the diverse needs of the whole child in our school community. Our school's Vision and Core Values are at the heart of our ELT programming. They are:

Our Vision:

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

Our Core Values:

- Dedication to academic achievement through hard work, persistence and collaboration
- Celebrate the diversity among our LICHS family and promote a safe environment with respect for all
- Be responsible! Think first, make good choices and strive to become the leaders of tomorrow

- The future is not some place we are going to, but one we are creating.

The Missions of our Smaller Learning Communities provide a thematic focus for all of our programs. They are:

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

Long Island City High School's multi-session instructional program focuses on providing all students an ELT program concentrating on Global and World Language proficient citizens, Academics and Aesthetics. By programming all students for a minimum of nine periods, we provide all students daily instruction in sequenced studies; college and career focused courses and/or advanced studies in STEM beyond the NYSED requirements in a variety of elective subjects: for credit, Blended Learning or as one of our AIS supports for students who have struggled academically.

Long Island City provides in our multi-session school for the creation of sequences of study in CTE, Visual Arts, Music, Technology, ROTC and World Languages that integrate this Extended Learning Time into our instructional day. Our targeted multi-faceted plan incorporates social, emotional, academic, and nutritional elements to support improved student achievement. Each component of this second ELT block is designed to target the specific academic or enrichment needs of all students at Long Island City High School.

Participation in academic and enrichment clubs enables our children to excel in areas of personal interest while each program addresses the enhancement of literacy as well as other Common Core aligned skills. Breakfast & Books, Lunch & Learn and Peer Tutoring, (i.e. Advanced Placement, AVID's Determination Club etc.) focus on Common Core aligned literacy skills individualized through the use of a skills based needs assessment to enable the students to succeed on the NYS ELA Regents examination. The use of technology is an integral part of these programs. Timely feedback is provided to students and parents regarding student progress using SKEDULA and other communication tools.

These elements of our ELT program are supported by English, ESL, Math, Science, Social Studies licensed teachers, Guidance Counselors, Social Workers, School Administrators, Cafeteria workers, Custodians, CBO partners from Zone 126, the Leadership Program, Urban Arts, and Leap, just to name several.

The afterschool 21st century ELT program incorporating community partners will be a critical support for our Community School's initiative in our planning. Our Community School Leadership Team has reviewed all supports, asking that they be cohesive and not duplicative. After school clubs promote social emotional growth. Academic clubs focus on student achievement, proficiency and mastery scores on the Regents examinations.

The 2015-2016 ELT Program at Long Island City High School with more than one hour of total Extended Learning Time for each student will be composed of a fabric of our current ELT programs such as Breakfast and Books, Lunch & Learn, together with a menu of courses available through our Long Island City High School Achieves. These programs allow for 21st century afterschool clubs with regularly scheduled sessions as well as additional post-secondary courses such as Advanced Placement Courses, College Now, and 4th year mathematics and science electives.

30Q450 School Information Sheet

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

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>From the December 2014 IIT to the April 2015 Quality Review (QR), growth has been shown with respect to this SOP. The 2014-15 QR was rated PROFICIENT by the review team in indicator 1.1 which measures Curriculum and Alignment to the Common Core.</p> <p>The IIT Recommendation: “School leaders should implement research-based protocols across all school learning communities, departments, and grades, for conducting frequent formative assessment and explicitly using the protocol” has resulted in the implementation of our “Noticings & Wonderings” protocol where each week, the Assistant Principals as well as other staff members conduct focused walk-throughs with “ Noticings” statements that are generated. During SLC and Departmental team collaborations, the “Noticings” are reviewed and “Wonderings” are generated along with “Next Steps.” This non-threatening, transparent tool has enabled the LICHS school community to show impact on teacher practices that result in increased academic rigor of their lessons, as well as progress in curriculum alignment to the Common Core across all disciplines.</p> <p>Our Renewal Committee, in collaboration with the SLT during the 2014-2015 school year has chosen to prioritize on improving Rigorous Instruction based on the recommendations of the School Renewal Program. Based on extensive data analysis, the Renewal Committee has also decided that in order to achieve the benchmark set for us as a Renewal</p>		

School in the Regents Completion Rate of 47.4% we will incorporate elements of the Action Plan to address this of all Regents as well as the prioritized Global Studies Regents goal.

Part 2 – Summative Vision for Rigorous Instruction

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program.

Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

LICHS is proud that we continue to engage in on-going curriculum revision to meet the needs of our student population. In recent years, departmental teams have reviewed the written and enacted curricula and revised based on CCLS, student needs, school-wide initiatives, and Regents' requirements. For SY 2015-16, some disciplines, outlined below, will enact new curricula, while all others will be revised to incorporate our **Writing to Engage/ Writing to Learn** initiative as implemented school wide through the use of the **Hochmen/WITsi** method. Teacher grade teams will meet weekly to collaborate on the design of units of study, individual lessons, uniform exams, and supporting strategies in academic subjects to align with CCLS and NYS Regents' requirements.

1. LICHS will provide weekly professional development to support the curricula changes aligned with the instructional shifts as indicated below:

English Language Arts has worked to review and align our current units of study and course curricula with the rigor demanded by the CCLS. Based on this work, we have selected a new curriculum, 9-12, supported by the HRH **Connections** series of anthologies. We will continue to participate in the College Board Course Audit process for our Advanced Placement courses in English Language and English Literature, expanding the choices in 12th grade to include a group participating in English Language Advanced Placement as a 4th year of ELA instruction.

In order to achieve our goals the ELA Department will establish a CCLS Study Group to construct and examine curricula within the Collections anthology series to meet the needs of our students. Collections will provide our teachers with flexibility in planning rigorous lessons, engaging learners with digital tools and provide scaffolded assessments. To meet the needs of our growing ELL population LICHS will be implementing an integrated ESL/ELA instructional model, which will have a licensed ESL instructor paired with a licensed ELA instructor in the classroom.

Mathematics courses will expand the implementation of EngageNY curricula to all courses and will revise elective's curricula to more closely align with CCLS. We will continue to participate in the College Board Course Audit process for our Advanced Placement courses in Statistics and Calculus AB, continuing to provide Advanced Placement as a 4th year of Mathematics instruction.

EngageNY Geometry Curriculum given to students in year 1 of Sequence. Meaningful Math will be used for the Geometry Curriculum for second year for students who were not successful with EngageNY curriculum. Both curricula are focused around the prioritized Common Core Standards for Geometry. The EngageNY curriculum provides multiple

views of a concept within and throughout modules for deep understanding. The Meaningful Math curriculum is embedded in rich real-world application and accomplishes dual intensity of both practicing and understanding.

Pedagogical practices for instruction will include: Student to student discussion to problem solve and conjecture, multiple opportunities for students to provide written justifications for their thinking using WITsi sentence strategies, hands-on exploration of the properties of transformations through constructions using the tools of compass, straight edge, protractor, tracing paper .

Teachers use daily assessments such as WITsi writing tasks to adjust the next day's lesson in order to provide access for all learners. Scaffolded tasks throughout the EngageNY and Meaningful Math curricula provide point of entry for all students. Structures such as note-taking guides, graphic organizers, content vocabulary charts, and process charts support learning and development of skills over time.

Social Studies courses will be reviewed and we will closely align our current units of study and course curriculum with the rigor demanded by the new York State Social Studies Framework, the New York City Social Studies Scope and Sequence and CCLS. We will continue to modify course curriculum on Rubicon/Atlas curriculum incorporating WITsi activities and scaffold supports to meet the needs of all students. We will continue to participate in the College Board Course Audit process for our Advanced Placement courses in World History, U.S. History, Government and Politics, and Psychology.

The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. The Global History skills are cross curricular.1) Gathering, Interpreting and Using Evidence 2) Chronological Reasoning and Causation 3) Comparison and Contextualization 4) Geographic Reasoning 5) Economics and Economic Systems 6) Civic Participation. By focusing our goal on increasing the Global History and Geography regents, we will be strengthening CCLS standards across all curricular areas. The CCLS standards of building literacy with a focus on citing specific textual evidence to support analysis of primary and secondary sources, determine the central ideas or information of a primary or secondary source; and providing accurate summaries of how key events or ideas develop over the course of the text are key reading skills needed for students to be college and career readiness. In addition, CCLS writing standards of forming a claim and a counterclaim as well as writing informative/explanatory text.

The Social Studies department will establish a study group consisting of Global History teachers and ELA teachers to engage in focused work in infusing CCLS aligned literacy tasks across curriculum. This collaboration will support the planning of rigorous lessons that engage students in writing to learn activities. Social Studies teachers will also meet in a study group with Geometry teachers to engage in infusing CCLS aligned numeracy and mapping skills needed to support student achievement.

Sciences will revise curricular maps and pacing calendars that are aligned to NYS Common Core Standards and Advanced Placement/College Board curricula. Teacher teams have developed differentiated units of study aligned to NYS Common Core Standards. Instructional shifts are evident in the use of leveled text, vocabulary building, text-based questions, and writing activities in all science classrooms. Students will use challenging Science texts to make extensive use of diagrams and data to convey information and illustrate concepts. Students will write scientific text to evaluate sources, cite material accurately, report, and analyze findings from their research. Activities will include rigorous collaboratively created science based WITsi tasks, reading content related text, journal writing and vocabulary development. Teachers will plan differentiated tasks for groups of students to provide choice, use rubrics, multileveled questioning, and student work posted on bulletin boards and feedback that shows next steps for student.

English As A New Language will be implementing a curriculum based on the CCLS New Language and Home Language Progressions. EngageNY modules in appropriate stand-alone ENL courses, together with the Integration of ESL into core content areas (English, Mathematics, Socials Studies and Science) where appropriate, will be incorporated into the current Pilot New Language Arts Progressions curriculum maps and pacing guides at LICHS. Teachers will collaborate to provide scaffold supports to meet the diverse needs of the ELL population while preparing the students for the language rigor needed for Regents Examinations in core content areas, with a focus on the both NYS ELA Regents Examinations

and the NYSESLAT. Scaffold supports will include annotation strategies, graphic organizers, paragraph and multiple paragraph outline guides, and writing templates to organize ideas into coherent, well-developed, text-based and argumentative responses/essays. Instructional shifts will be evident in teacher's daily instruction by engaging students in meaningful and collaborative content-based activities where students demonstrate understanding of the lesson via quick-writes, double entry journals, Independent Reading/Writing, WITsi tasks, accountable-talk, etc. In addition, the inclusion of a Dual Language cohort, beginning in the 2015-2016 school year will provide the programmatic and instructional focus needed to move students to acquire the Seal of Bi-literacy.

ELLs will be offered additional learning opportunities aligned with the curriculum of their mandated ENL/ESL classes by participating in DELLS grant funded programs such as Title III Saturday Academy, Long-Term ELLs grant Vacation Academies, and Additional credit accumulation opportunities for ELL program. ELLs will receive additional instructional time as well as computer based experiences and supports such as Achieve3000, myOwn, Apex learning, and Castle Learning. ELLs will benefit from instruction utilizing the Hockman/WITsi strategies/pedagogical approach to teach and assess instruction via inquiry that will be aligned to the pilot New Language Arts Progressions curriculum maps and pacing guides. The Hockman/WITsi will be utilized in ENL as well as Integrated ENL with content area courses. Teachers will work collaboratively to create learning opportunities, tasks, and various forms of assessments to provide multiple entry points focusing on intellectual engagement, scaffolding instruction, assessing for understanding content, and designing formal and formative assessments to inform instruction.

Career and Technical Education courses will utilize curricula from the National Academy Foundation (NAF) and C-CAP, Culinary Arts Program. Our Culinary Arts Program is a NYS Certified Career and Technical Education Program (CTE) and our Restaurant and Hospitality Program is in route to being certified. Students are provided with a balance of written and hands-on tasks, students' work and participation is examined in the classroom to create the necessary shifts in the CTE classroom.

The Visual Arts, Music as well as **World Languages** courses are teacher created curricula aligned with CCLS, implementing the Writing to Engage/Writing to Learn and Hochman/WITsi strategies.

2. Our ELT program which will be described in further detail later in this document is fully aligned with each disciplines' curriculum and is designed to deepen student understanding. ELT includes additional time to instruction as well as computer-based supports from Castle Learning, and APEX. Many courses include a Work Based Learning component, Internships, Job Shadowing, as well as individualized tutoring.

3. Instruction will be aligned with the written curriculum. The WITsi strategies will be evident in all disciplines. Inter-disciplinary connections will be made wherever possible.

4. Teachers teams will work on designing tasks that provide multiple entry points, focus on student engagement strategies, scaffold activities, and utilize formative assessments to make adjustments. Individual teachers will design "Catch-Up" assignments on an on-going basis to meet student's needs.

5. During weekly Departmental Professional Development as well as during SLC PD, teacher teams will be supported by collaboration with colleagues. Our **Noticings & Wonderings** protocol will guide discussions to ensure consistency and focus on improving student outcomes. The ISS Department offers high quality integrated co-teaching in the four core academic areas. ISS teachers attend weekly subject area professional development, highlighting the latest common core learning standards couples with WITsi strategies. Teachers meet to co-plan and via our SLCs, discuss student progress. The Leadership Program provided a series of team-building workshops this past year that facilitated co-teaching pairs working together cooperatively.

6. All academic courses will implement uniform assessments and will follow a protocol for looking at student work to analyze the data. Teacher teams in SLCs will engage in Inquiry. Findings will affect each discipline's on-going curriculum revisions.

7. N/A

8. As prescribed by Renewal School Benchmark document, The World Languages, Art and Music department expects that 34.2 percent of students will be at College and Career ready in ELA and Math by year 2. This goal will be achieved by aligning curriculum of Native Language Arts classes with ELA classes, as well as by incorporating interdisciplinary units of study in Visual Arts classes. In the 2014-15 school year, 5 ISS students met college and career readiness in Math, and 22 ISS students met college and career readiness in English Language Arts. We project that in the 2015-16 school year, 10 ISS students will meet college and career readiness in Math and 40 will meet college and career readiness in English Language Arts.

9. By Year 2, the World Languages, Art and Music department will work towards achieving 67.6 percent 4-year graduation rate by analyzing student work, implementing inter-disciplinary units of study and by incorporating WITsi writing strategies in all classes. We will work toward a goal of 50 ISS students to graduate in June 2016.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, there will be an increase in the passing percentage on the NYS Global Studies Regents Examination by 5% as compared to the 2015 results.

Part 4 – 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? (include school, educational consultants and/or CBO staff)</p>
<ul style="list-style-type: none"> • Cabinet level inquiry of the findings of instructional rounds will provide regular feedback to the APs and Peer Collaborative Teachers (PCTs) using the Consultancy Protocol. • A study group consisting of Global History, ELA, ELL and ISS teachers will: <ul style="list-style-type: none"> • engage in focused work of infusing CCLS aligned literacy tasks across the curriculum. • collaboratively develop a list of key Global History terms and create activities and word walls that reinforce the learning of these words. • Teachers will work together to develop multiple entry points for ELLs, ISS, and Advanced Learners. 	<p>Assistant Principals, PCTs</p> <p>Social Studies teachers, ELA teachers, SWD and ELL teachers</p>	<p>Weekly</p> <p>Ongoing</p> <p>Weekly</p>	<p>Principal</p> <p>Assistant Principals, teachers, PCTs</p>
<ul style="list-style-type: none"> • A study group consisting of Geometry teachers and Global History teachers will engage in focused work of infusing CCLS aligned numeracy and mapping skills across the curriculum. 	<p>Geometry and Global History teachers, SWD and ELL teachers.</p>	<p>Ongoing</p>	<p>Assistant Principals, teachers, PCTs.</p>
<ul style="list-style-type: none"> • Global History teachers will work together to create, refine, and share lesson plans. Teachers will revise curriculum maps and develop multiple entry points for ELLs, ISSs, and advanced learners 	<p>Global History teachers,</p> <p>SWD and ELL teachers.</p>	<p>Ongoing weekly</p>	<p>Assistant Principals, PCTs</p>
<ul style="list-style-type: none"> • Teacher teams in Global History will engage in the creation of uniform assessments in addition to a mock global history regent’s exam as a mid-year benchmark for all students. 	<p>Social Studies teachers, ELA teachers, SWD and ELL teachers,</p>	<p>ongoing</p> <p>ongoing</p> <p>ongoing</p>	<p>Assistant Principal, teachers, PCTs.</p> <p>Assistant Principal, teachers, PCTs.</p> <p>Assistant Principal, teachers, PCTs.</p>

<ul style="list-style-type: none"> • Student Portfolios containing social studies department writing assessments with Global History regent’s rubrics will be maintained and analyzed at different benchmarks throughout the year. • All assessment data including writing assessments for GE, SWD’s and ELL’s will be used to determine appropriate strategies as a next step for students. 	SLC teams All teachers		
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Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Tax levy funding including TL Renewal ELT, TL FSF, TL FSF Intensive Support High Schools, TL Summer School, TL Transitional Relief for SIG, Title I SWP.											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant	X	Other

Part 6 – Progress Monitoring

Part 6a. 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.
Long Island City High School will engage in several progress-monitoring cycles. All Global Studies classes will take the baseline and end of year Performance Task for Global. Uniform fall midterms will be assigned and analyzed in order for modifications to be made to the curriculum map(s). 11 th and 12 th grade students will take the Global Regents in January 2016. 10 th grade students will take a mock Regents Exam in February 2016 modified from January 2016 Regents Questions. Both exams will indicate a 2% increase in number of students passing the Global Regents. The June 2016 Regents and End of Year performance Task exams will serve as a final assessments and will indicate a 5% growth in the number of students on track for passing the June 2016 Global Regents Exam
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>From the December 2014 IIT to the April 2015 Quality Review (QR), significant growth has been shown with respect to this SOP. The 2014-15 QR was rated WELL DEVELOPED by the review team in indicator 3.4 which measures the Establishment of a Culture for Learning.</p> <p>The IIT Recommendation:</p> <p>“The school leader should immediately establish collaboration among leaders, teachers, student support staff, students, and parents to implement a system of protocols to identify, address, and monitor the social and emotional developmental health needs of the diverse population of students in the school “</p> <p>Based on extensive data analysis, the Renewal Committee has decided that in order to achieve the benchmark set for us as a Renewal School in the Regents Completion Rate of 47.4% we will incorporate elements of the Action Plan to address this of all Regents as well as the prioritized Geometry Regents.</p>		

Part 2 – Summative Vision for Supportive Environment

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program.

Consider the following questions:

1. How would you want school stakeholders to describe the school?
2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

Long Island City High School is committed to the development of a safe and productive learning environment that fosters a meaningful and respectful collaboration among students, staff, parents/guardians, and the community in order to achieve common goals. The school environment supports a culture of responsibility, citizenship, and self-directed, lifelong learning. The core values which were developed collaboratively by the stakeholders reiterate the school’s vision for academic success and positive social emotional health. Our Core Values consist of:

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

CBO partners include Leadership, Urban Arts and LEAP through the 21st century grant. After school clubs such as Rock Band, Drama, Cheer Squad and Acapella provide a safe environment for students to improve skills and take part in hands on learning activities. Participation in these clubs promotes team building and social emotional growth. Some of the activities through the CBOs have included trips to Broadway Shows, Recording Studios where students record demos, Theatre presentations and College Fair trips. We work closely with CBOs to provide social emotional professional development for staff. We are looking forward to working with ZONE 126 next year as a lead CBO to bridge the role of family and school staff on strengthening student social emotional growth.

Student voice is strengthened by the identity unit that students complete in the early Fall. All students belong to a Smaller Learning Community in which they further build on their identity and strengthen their ties with the school community. Leadership classes and student government survey students to voice their needs through student council meetings. In order to further build on this, student representatives have been elected to represent their SL C for the 15-16 school year (This is in addition to the existing elected student government and consultative council members).

School social workers and guidance counselors work with students individually and in groups to build positive relationships and mentoring of students. The school team will measure social emotional development by reduced anger, anxiety, and aggression from students in their caseloads and SLCs. Students will exhibit a more positive attitude towards school that can be measured with increased attendance in school and extra –curricular activities. Social emotional growth and higher order thinking skills will be measured by improved grades and increased credit accumulation. Social emotional growth can also be measured by increased student participation in leadership and school community events.

For the 2015-16 school year, teachers will participate in professional development activities that will deepen their ability to strengthen social emotional development in the classroom. Guidance counselors and social workers will continue to provide in class presentations to students. Professional developments topics for classroom strategies and in class topics will address the needs of the data presented. Additionally, we will promote and increase programs that are providing positive outcomes and redesign activities that are not producing desired outcomes. Attendance rates will be improved

and chronic absenteeism will be reduced by increased student centered activities and celebrations. Through collaboration with ZONE 126, home visits to increase parental engagement will help address some of the needs of the chronically absent students, which include referrals to SCO and community agencies. Accuracy of the attendance will be monitored regularly by generating and distributing to teachers various reports for confirmation including the RDSC and PADS reports with customized sign-off information. Attendance teachers are strategically assigned to specific SLCs resulting in improved communications about students. They are also an integral part of the weekly SLC case studies meetings. Monthly attendance meetings focus on SLC based outreach – we review cases on open 407s and LTA students, exchange ideas, formulate action plans, and identify needed supports. Differentiated student attendance support and engagement will consist of the following:

- a. Students with good attendance are rewarded and recognized
- b. Students with borderline attendance are monitored weekly. If a student’s weekly attendance falls below the year-to-date average, he or she is flagged for intervention. Weekly reports are generated and distributed to each SLC for outreach.
- c. LTA identification is reviewed monthly. The attendance teachers and guidance counselors focus a large part of their attendance work on this group.
- d. Weekly cutting report is generated and distributed to SLCs for outreach. Automated phone calls are made.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, there will be an increase in the passing percentage on the NYS Regents Examination in Geometry by 5% as compared to the 2015 results.

Part 4 – 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). • Engage families and expand their understanding of a supportive environment 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? (include school, educational consultants and/or CBO staff)</p>
<ul style="list-style-type: none"> • Cabinet level inquiry of the findings of instructional rounds will provide regular feedback to the APs and Peer Collaborative Teachers (PCTs) using the Consultancy Protocol. • Engage NY Common Core Geometry Curriculum used for all Geometry Year 1 students with modifications made from initial roll out in 2014-2015. • Meaningful Mathematics, project-based curriculum aligned to common core standards used for all Geometry Year 2 Students who have not achieved success on Algebra or Geometry. 	<p>APs, PCTs</p> <p>Geometry Year 1 students</p> <p>11th and 12th graders</p>	<p>Weekly</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Principal</p> <p>AP Math, Math Teachers and Lead Teacher (LT)</p> <p>AP Math, Math Teachers and PCTs</p>
<ul style="list-style-type: none"> • Professional development for teachers both on and off site including inter-visitations, lesson study, instructional walks and Inquiry groups. • Review of Data from June 2015 Assessments in Geometry Inquiry Groups to inform modifications and differentiation of instruction for all learners. • Integration of WITsi into meaningful Math curriculum to support the writing initiative across all content areas 	<p>2 teachers per SLC</p>	<p>Summer 2015</p> <p>Ongoing</p>	<p>AP Math, Math Teachers and PCTs</p>
<p>At Family Night the school shares curriculum and online resources for parents</p> <p>Parent workshops and support will be provided for the use of Skedula.com where the grading process and documents necessary for students to be successful will be accessible.</p>	<p>All students and parents</p> <p>All parents</p>	<p>Sept 2015</p> <p>Initial PD and ongoing upon request</p>	<p>AP Math, Math Teachers, PCTs, SLC Teams</p> <p>Parent Coordinator</p>

Integration of WITsi into meaningful Math curriculum to support the writing initiative across all content areas	SLC Teams	Ongoing	SLC Teams
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Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Tax levy funding including TL Renewal ELT, TL FSF, TL FSF Intensive Support High Schools, TL Summer School, TL Transitional Relief for SIG, Title I SWP.											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III	X	PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. 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.											
Long Island City High School will engage in several progress-monitoring cycles. All Geometry classes will take the baseline and end of year Performance Task for Geometry . Uniform fall midterms will be assigned and analyzed in order for modifications to be made to the curriculum map(s). 12 th Grade Geometry students will take the Geometry Regents in January 2016. 10 th and 11 th grade students will take a mock Regents Exam in February 2016 modified from January 2016 Regents Questions. Both exams will indicate a 2% increase in number of students passing the Geometry Regents. The June 2016 Regents and End of Year performance Task exams will serve as a final assessments and will indicate a 5% growth in the number of students on track for passing the June 2016 Geometry Regents Exam											
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>From the December 2014 IIT to the April 2015 Quality Review (QR), significant growth has been shown with respect to this SOP. The 2014-15 QR was rated WELL DEVELOPED by the review team in indicator 4.2, which measures Systems of Continual School Improvement.</p>		
<p>The IIT Recommendation:</p> <ul style="list-style-type: none"> “School leaders should immediately implement a written protocol to hold all teachers accountable for daily checks for student understanding and weekly formative assessments that require student” has resulted in the implementation of our “Noticings & Wonderings” protocol where each week, the Assistant Principals as well as other staff members conduct focused walk-throughs with “ Noticings” statements that are generated. During SLC and Departmental team collaborations, the “Noticings ” are reviewed and “Wonderings” are generated along with “Next Steps.” This non-threatening, transparent tool has enabled the LICHS school community to show impact on teacher practices that result in more effective use of formative and summative assessments, collaboratively developed mid-terms and final exams, addressing multiple points of access for all students, and tailoring instruction to the strengths and needs of all students. <p>Based on extensive data analysis, the Renewal Committee has decided that in order to achieve the benchmark set for us as a Renewal School in Progress Toward Graduation – Year 2 and 3 of 58.8% we have prioritized our goal to address students earning 10+ credits in their 2nd and 3rd year. Elements of the Action Plan will address these needs.</p>		

Part 2 – Summative Vision for Collaborative Teachers

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. How is the school organized to promote teacher collaboration?
2. What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?
3. How are teachers providing opportunities for to deepen learning for higher achieving students?
4. What system do teachers use to ensure that every child is safe in their class?
5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

For SY 2015-16, we have reconfigured our SLC structure. New for this year will be the incorporation of the 9th grade into each of the theme based SLCs. As indicated in the Needs Assessment for Section 5C Part 1, teacher collaboration is strong. Teacher Teams collaborate during CPT, as members of Inquiry Teams, in Departmental Teams, and as members of School Leadership.

Teaching and learning is a priority component of every teams’ work. Teachers collaborate to improve their skills based on students’ academic, social and emotional needs. Units are collaboratively as needed throughout the year in teams and the aligned lessons are designed as the Units are implemented during the year incorporating collaboratively designed strategies, including WITsi and our Writing To Engage/ Writing To Learn Initiative. As our teachers participate in Professional Development and learn new strategies and techniques, they apply what they have learned to their discipline and their students’ needs.

The SLC structure allows teachers to ensure that every child is safe in their class. The teacher collaborates with the support staff of the SLC, including the Lead Teacher, the guidance counselor, the BST, the Attendance Teacher and the SLC Director as well as their colleagues who also teach the child. Case conferencing occurs weekly where the SLC team shares important information about the students and interventions if necessary.

During the SLC meetings data analysis takes many forms and is ongoing. Individual student data is analyzed during Inquiry; attendance data is reviewed weekly; Marking Period data for the SLC as well as school-wide data is reviewed is reviewed by the team as soon as it becomes available; departmental data with respect to scholarship, Regents’ results, uniform midterms and finals’ data is discussed during Departmental PD meetings.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, at least 75% of the currently enrolled students in the school will earn 10+ credits in their 2nd (cohort T) & 3rd (cohort S) year.

Part 4 – 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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	
<ul style="list-style-type: none"> • Cabinet level inquiry of the findings of instructional rounds will provide regular feedback to the APs and Peer Collaborative Teachers (PCTs) using the Consultancy Protocol. • The SLT, UFT building committee, School Leadership Committee (SLC) , and the instructional cabinet review, and evaluate data, plan, share and revise school academic supports to meet the targeted needs of our students 	<p>Aps, PCTs</p> <p>SLT members, PCTs, UFT committee participants, cabinet members</p>	<p>weekly</p> <p>SLT & UFT BC:monthly</p> <p>Cabinet and Leadership: weekly</p>	<p>Principal</p> <p>The Principal, APs, PCTs, UFT Committee members, SLT members</p>
<ul style="list-style-type: none"> • PD focuses on instructional strategies that provide for multiple entry points for all learners, align with a rigorous CCLS curriculum, , address needs and gaps identified, incorporate the school-wide “Writing to Engage/Writing to Learn” initiative • Instructional rounds inform PD by evaluating current rigor and focusing strategies on consistent teacher practice 	<p>All pedagogues</p> <p>All teachers</p>	<p>Weekly</p> <p>Ongoing</p>	<p>Assistant Principals, PCTs, HSRI coaches</p> <p>Principal. Assistant Principals, HSRI Director and Coaches</p>
<ul style="list-style-type: none"> • An updated Student Handbook for SY 2015-16 is provided to parents and students including school regulations, academic and behavioral expectation as well as individualized class contracts. • Professional development for parents focus on school-wide academic, social, emotional concerns, include the data sources and their use, school initiatives, opportunities for student supports, the ICT classroom model and special timely event 	<p>Staff, families, students</p> <p>Parent Coordinator</p>	<p>At the beginning of each term</p> <p>During or after school hours</p>	<p>Assistant Principals, teachers</p> <p>Parent Coordinators and the Principal</p>
<ul style="list-style-type: none"> • Student Government enables students to express concerns and work with leadership to find solutions • CPT includes designated days for group and individual student tutoring provided by their SLC classroom teachers 	<p>Students and school leadership</p> <p>Selected and interested students</p> <p>All teachers</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Weekly</p>	<p>SG Advisor and the Principal</p> <p>All teachers</p> <p>PCTs and Assistant Principals</p>

• SLC and Department PD meetings designate time for collaboration to improve performance, attendance and scholarship.

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Tax levy funding including TL Renewal ELT, TL FSF, TL FSF Intensive Support High Schools, TL Summer School, TL Transitional Relief for SIG, Title I SWP

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. 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 31, 2016 students will have made significant progress toward earning annual credits as evidenced by

75% of students’ “on track” for 2nd marking period data

78% of students’ “on track” for 3rd marking period data

80% of students’ “on track” for 4th marking period data

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u> and <u>E</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>From the December 2014 IIT to the April 2015 Quality Review (QR), growth has been shown with respect to this SOP. The 2014-15 QR was rated overall PROFICIENT by the review team with two WELL DEVELOPED indicators. By beginning implementation of the IIT Findings and Recommendations, the LICHS school community was able to show progress as measured by the 5 QR indicators in just a few months.</p> <p>The IIT Recommendation:</p> <ul style="list-style-type: none"> “The school leader should immediately implement explicit tracking protocols to regularly monitor school goals, and revise where necessary, so that progress toward achieving goals is known at all times by school leaders, teachers, staff, students, and parents” resulted in the implementation of our “Noticings & Wonderings” protocol where each week, the Assistant Principals as well as other staff members conduct focused walk-throughs with “Noticings” statements that are generated. During SLC and Departmental team collaborations, the “Noticings” are reviewed and “Wonderings” are generated along with “Next Steps.” This non-threatening, transparent tool has enabled the LICHS school community to show impact in leadership practices, teacher practices, and student practices. 		

Part 2 – Summative Vision for Effective School Leadership

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program.

Consider the following questions:

1. How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students' academic and social-emotional needs are being met?
2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students' needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

The Renewal Committee for LICHS comprised of members from all constituencies is committed to the development of a safe and productive learning environment that fosters a meaningful and respectful collaboration among students, staff, parents/guardians, and the community in order to achieve common goals. Representatives from each of those constituencies share all data, findings, proposed action plans, activities and strategies to address the determined needs with all of their colleagues. Transparent collaboration among and between the entire school community will ensure that our goals will be achieved. This includes our CBO partnership with Zone 126 which will support LICHS with activities to engage families, and enable school personnel to better meet the needs of students and families by providing professional development to support the activities for staff and families.

With a strong focus on promoting literacy and communication skills across the curriculum, instruction will be delivered through four theme-based smaller learning communities. Our curriculum is shaped by the consistent collection and analysis of data, rituals and routines, active engagement, and opportunities to apply new knowledge supporting a culture of responsibility, citizenship, and self-directed, lifelong learning. All staff members engage in weekly inquiry designed to improve student outcomes.

All teacher programs are designed around designated common planning time (CPT) periods of the SLC that the teacher has membership in. Each day during CPT there is a specific activity for the team including inquiry, outreach, individualized tutoring, case conferencing and assessment. The structure supports teacher collaboration, teacher-student and teacher-family supports in that time provided for focused collaborations to improve student outcomes. Support staff such as the (BST) Behavioral Support Teachers, Guidance Counselor, Attendance Teacher, and Peer Collaboration Teacher as well as the Assistant Principal/SLC Director. Students know where to find key personnel that will support their success at LICHS. Students are programed based on their SLC choice with most classes within their SLC. An example of this would have a student who chose to be in the Culinary Arts SLC would be in academic classes like ELA where the teacher and most students in the class are in the CUL SLC. This enables teachers of different disciplines to have conversations within SLCs about common student's achievement, behavior and needs.

Formal and informal observations are conducted using the Danielson Framework with specific domains to be focused on according to DOE guidelines. Teachers and their instructional supervisors meet initially to determine what is expected during the observations. Feedback is provided as required by DOE guidelines as well. Administrators and teachers participate in weekly focused instructional walk-throughs where the Noticings and Wonderings protocol is used to gather data around instructional practices. The non-evaluative findings are shared with all departments and SLCs in order to address identified needs.

Communication structures ensure shared accountability by all. All pedagogues participate in weekly PD on Wednesdays where common themes are personalized by department along with daily CPT meeting activities where data analysis

occurs and finding are shared. Representatives from those activities share their team’s work with school leaders at weekly Leadership Committee meetings.

The Principal shares leadership responsibilities with the SLT, and instructional cabinet/Assistant Principals and Peer Collaborative Teachers. Decisions are made with input from all representative constituencies. The Principal and Community School Director collaborate to support the school as a Community School. Open communication, and focused feedback build trust to enable all constituencies to take part in the decision making process at LICHS.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

The 2015-2016 school attendance rate will be 85.3% an increase of 6.8% over SY 2014-15

Part 4 – 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) 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? (include school, educational consultants and/or CBO staff)</p>
<ul style="list-style-type: none"> • Ongoing SLC recognition and celebrations for students with perfect and most improved attendance. • School wide and SLC systematic and immediate parental outreach when students are absent. • The SLC serves as the student’s social emotional and academic HUB. Students have access to academic resources, student teacher conferences, guidance counselors, social workers, behavioral support teachers and content area teachers who provide targeted intervention to students by conducting regular and 	<p>All staff</p>	<p>Ongoing daily throughout the year</p>	<p>PCTs, Behavioral Support Teachers (BSTs), Guidance Counselors (GCs), SLC members and Assistant Principals (APs)</p>

<p>frequent outreach, including those students that do not seek assistance are targeted</p> <ul style="list-style-type: none"> • During common planning time, teachers are engaged in discussion with teacher teams and support staff to support the social emotional development of the students, engage in teacher planning, inquiry work, case conferencing, professional development, and targeted student tutoring. • All staff members engage in collaborative discussions to improve performance, attendance, scholarship and social emotional development for students. Data is drawn from a variety of sources, including the Progress Report, the School Report Card, the Graduation Tracker, ATS reports, Marking Period Scholarship Reports, periodic assessments, Regents, NYSESLAT, and current Regents statistics, and monthly attendance reports • Departmental and SLC Inquiry teams identify at-risk students and track progress for Regents-readiness and credits. Diagnostics, mid-term and mid-year assessments, are administered and students needing additional academic support identified. Support is provided through content area classes, SLC and after-school tutoring, Saturday tutoring academy, extended day and the AVID program. Teacher teams design instructional strategies that address students' needs and support credit accumulation. 			
<ul style="list-style-type: none"> • Guidance Counselors conduct cohort and SLC specific classroom lessons and assemblies focusing on graduation requirements, student programming, and the student support services available. • The AVID program provides students in all grades with strategies with learning, outside tutors to help students identify their area of need and ask questions regarding their work and promoting college readiness. • Students that are off-track for graduation due to lack of credit accumulation are identified and provided the following opportunities: extended day courses, online blended courses, catch-up work, physical education boot camp, and specially designed semester-based courses, Lunch and Learn program, Breakfast and Books program. Students that are off-track for graduation due to Regents examinations they have not as yet passed are provided with specific content concepts utilizing Castle Learning with which they have struggled in the academic area and the literacy skills required for 	<p>All students</p>	<p>Ongoing throughout the year</p>	<p>PCTs, Behavioral Support Teachers (BSTs), Guidance Counselors (GCs), SLC members and Assistant Principals (Aps)</p>

<p>success on the exam(s) as a result of an item analysis of their previous assessment work.</p>			
<ul style="list-style-type: none"> ● Parent Coordinator conducts outreach and monthly workshops for families including one-on-one Jupiter Grade support for parents. ● Ongoing parental outreach to keep parents informed of student’s progress and development include sharing opportunities for Catch-up assignments, and tutoring are communicated to parents and students via letters, phone calls and email through Jupiter Grades. ● SLC intervention meeting with students, teachers, families, behavioral support teams and guidance counselors promote academic, social and emotional well- being of the students ● School has an onsite health clinic sponsored by Elmhurst Hospital that provides students with physical and emotional health services. ● School created partnerships include: The Apollo Theater Academy, Baryshnikov Art Center, and Martha Graham Dance Group, The NYC Opera provide students and families with on-site and off-site workshops to enrich their emotional development. ● The partnership with Zone 126 and dedicated Parent Outreach Community Coordinator housed in the NEA HUB for 9 th grade students to establish a future of success. ● SLCs celebrate student successes in a series of academic award ceremonies where families, students, teachers, counselors and other staff recognize departmental attendance and school-wide academic achievements in an assembly format. 	<p>Parent Coordinators, SLC staff, students and family members</p>	<p>ongoing</p>	<p>PCTs, Behavioral Support Teachers (BSTs), Guidance Counselors (GCs), SLC members and Assistant Principals (APs)</p>
<ul style="list-style-type: none"> ● Teachers set clear classroom expectations through the use of our LICHS Student Handbook and individualized classroom and department contract that create a coherent learning environment ● Student council meetings with principal and representatives of our diverse student population provides a forum for student leadership ● Students in AVID classes receive the following additional supports: have “buddy” system, receive individual conferencing with AVID teacher focusing on goal setting, time management, and stress management. Every Friday AVID students are engaged in “Team Building” activity. Every AVID teacher serves 	<p>All staff and students</p>	<p>ongoing</p>	<p>PCTs, Behavioral Support Teachers (BSTs), Guidance Counselors (GCs), SLC members and Assistant Principals (APs)</p>

as a mentor and follows up on students' academic and social and emotional development

- Leadership students have implemented “big brother/big sister” mentoring and tutoring program, based on the needs of data provided through a parent survey, that operates from room 321 six periods a day. Students are matched to their mentor based on mentee’s academic needs.
- All SLC members participate in the “Adopt 5” initiative.
- Long Island City High School Department of Health, Physical Education, and Athletics offers students a wide breadth of daily selective PE courses (14+) from the traditional basketball to soccer and its superior gymnastics, and swimming program. Aside from plethora of exciting classes, students are giving the option of choosing their physical education electives. All students are assessed using the NYC Fitnessgram application. Our program recognizes the different needs/talents/strengths of students and works to implement this philosophy of experience into active practice. Our school recognizes the importance of having daily physical education and a comprehensive athletic program, which consist of over 31 teams including a brand new athletic field and full modern sized pool. Significant evidence shows that physically active students have better learning readiness, are better able to focus their attention, have fewer behavior issues, and ultimately better academic outcomes. (NYS AHPERD, 2013)
- LICHS strictly follows the NYCDOE PSAL guidelines for athletic participation which include attendance and academic requirements. Our enthusiastic coaching staff works diligently with every one of our teams. Our student athletes not only acquire the sports skills needed to compete but also acquire the positive values that are an integral part of our athletic program. Extensive outreach to athletes takes place during Small Learning Communities, common planning time and Principal Circular 6 assignments.

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Tax levy funding including TL Renewal ELT, TL FSF, TL FSF Intensive Support High Schools, TL Summer School, TL Transitional Relief for SIG, Title I SWP, AIDP

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. 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 the attendance rate will increase to at least 83%.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	I
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>Based on extensive data analysis, the Renewal Committee has decided that improvement in the school’s graduation rate will drive our commitment to the Strong Family-Community Ties component of the Capacity Framework. Achieving the benchmark set for us as a Renewal School of 67.6% for the 4 year graduation rate. In addition we will strive to meet 72.1% for the 6 year graduation rate benchmark.</p> <p>The IIT Recommendation”</p> <p>“The school leader should immediately establish collaboration among leaders, teachers, student support staff, students, and parents to implement a system of protocols to identify, address, and monitor the social and emotional developmental health needs of the diverse population of students in the school”</p> <p>Upon reflecting how the school has addressed this SOP, while protocols for communication between staff and students and their families are in place to ensure that academic success is of highest priority at LICHS, it has not impacted students’ academic, social and emotional outcomes as intended.</p> <p>Area of strengths:</p> <ul style="list-style-type: none"> The structure of SLC supports students and families with Behavioral Support Teacher, Lead Teacher, Social Worker. 		

- In each SLC one day of the week is dedicated to Case Conferencing.

- The SLCs supports have created activities to engage families beyond our Open Houses and Freshman Orientation for incoming students. SLC events, Honor Roll and Perfect Attendance ceremonies, “Most Improved” ceremonies are celebrated with impressive turnout by all constituencies.

Areas of focus:

- While the Jupiter Grades system is used by teachers, students and parents to communicate about academic progress of students. Teachers post their assignments, documents, grades and comments on that site. Students and parents can log in at any and check their progress. However, parent log in is very low.

- The two bilingual Parent Coordinators communicate with parents in person, via phone calls and emails around student concerns and prepared Parent Newsletters which were sent home informing families of LICHS important information and events.

- In the Fall of the 2014-2015 school year, the school implemented on-line program change request forms for students for the first time providing students and families with real-time feedback regarding student’s required and elective course requests.

Part 2 – Summative Vision for Strong Family and Community Ties

In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?
2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?
3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

Zone 126 in collaboration with Long Island City High School will work to host two community summits in which parents and students of the school community have the opportunity to meet and better understand the full scope of the partnership, and all that the school has to offer. Zone 126’s Community School Director welcomed all incoming 9th grade students on Monday, June 29, 2015 at Freshman Orientation. By July 24, 2015, Zone 126 will have reached out to all incoming 9th grade students’ parents via phone, email, or regular mail to ensure families understand the Community School model.

At the beginning of the school year both Long Island City High School in collaboration with Zone 126 will host an open house for all students, and families that will clearly define the collaboration efforts, and what it means for students to be a part of a Community School.

All staff for Long Island City High School including school safety officers, will take part in a Zone 126 kick off meeting that outlines the partnership, and the role that each stakeholder has that will allow them to contribute to the overall achievement of the school. The Community School Director will provide regular updates at the school safety meetings on achievements, needs, and concerns in which support from school safety is needed.

Zone 126 will work in collaboration with Long Island City High Schools school administration to provide professional development to teachers on the importance of the home, school and community relationship. Zone 126 will also provide workshops to teachers on how to communicate effectively with families, and how to get to know families as a whole unit to support the holistic development of the student. Long Island City High School will host a series of events during the Tuesday Parent Engagement times that is solely around parents getting to know students cultures, and families so that connections that are more relevant can be made to instruction.

Long Island City High School has always provided Zone 126 (the CBO) with a dedicated space within the school. Through the Renewal Schools efforts, the Principal has designated a larger space for the Community School Director to operate out of. The room will have a subset of rooms for other community partners that Zone 126 will be working with to coordinate and roll out services with. Long Island City High School is designating an area that will also be known as the Family Center. Zone 126 will work with Long Island City High School to build this center into a resource that families feel comfortable to utilize, and build parent/family engagement from there.

Zone 126 through its cradle to career pipeline of services has a well-established relationship with NYC DOE OACE (New York City Department of Education Office of Adult and Continuing Education). Parents/families whose students are attending one of the ten Zone 126 partner schools have had the opportunity to participate in ESL (English as a Second Language) classes, TASC (Test Assessing Secondary Completion) classes, and new to the lineup next year will be Digital Literacy. Zone 126 has a linkage agreement with NYC DOE OACE to provide adult education courses to parents/families at Long Island City High School. After doing an initial scan at the beginning of the school year, the Community School Director in collaboration with the Director of Collective Impact Partnerships will make a determination if enough adults are available to participate in an ESL, TASC or Digital Literacy class that can be housed at the school, or referred to the neighboring schools PS 17Q, PS 171Q, PS 234Q, and or IS 126Q where Zone 126 also partners in adult education.

Zone 126 in collaboration with Long Island City High School's Renewal Schools committee will work together to develop professional development trainings for teachers of the school to support them in first understanding the data about their students. Teachers will use the Tuesday Parent Engagement time to make phone calls, meet with parents individually, email amongst other things in which they can speak with parents/families and utilize the data.

Zone 126 and Long Island City High School will host several workshops for families to introduce them to the different data reports on their students. Collectively the school and CBO will introduce the process around data to parents/families step by step and explain what the different points mean as well as how parents/families can be an active participant in working to support their student.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, the four year graduation rate of Cohort R will be **at least** an increase of **3%** over that of cohort Q .

Part 4 – 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? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> • The SLC structure has been refined to maximize impact on all critical areas: student achievement, attendance, discipline, credit accumulation, parent engagement, and social emotional development. • Senior Assembly was conducted in October discussing graduation requirements, attendance and behavioral expectations. • Guidance Counselors, SLC Teacher Teams and Leadership review report cards and line skeds for students failing 1 or more courses. Case conferencing takes place ongoing and letters are mailed. • For subsequent Marking periods, guidance counselors review and discuss with SLCs the PASS/FAIL report. Students on this report are flagged and conferenced. Parent meetings are scheduled. Students that appear on the FAIL /PASS are recognized in SLC celebrations and award ceremonies. • Overall trends of 15 point fluctuations are identified by AP Data and discussed with teachers and Departmental APS. • Adopt 5 Initiative. 	<p>Cohort R students</p>	<p>Ongoing</p>	<p>All SLC staff, all departments, all Administrators</p>
<ul style="list-style-type: none"> • Frequent cycles of observation include pre- and post-observation conferences, following the Danielson Framework for Teaching, provide all teachers with feedback that is designed to improve pedagogy to meet the needs of all students 	<p>All teachers Participating teacher pairs</p>	<p>Ongoing Weekly</p>	<p>Principal, & Assistant Principals HSRI Coaches</p>

<ul style="list-style-type: none"> Principal and Assistant Principals conduct daily instructional Walks to monitor instructional practice PD for ICT teacher pairs to become more effective in their collaboration 			
<p>The SLC supports family involvement through the activities of the staff with:</p> <ul style="list-style-type: none"> attendance outreach, Case Conferencing inquiry teacher collaboration and communication Celebration events 	SLC teachers, PCTs, GCs, assigned SWs, BSTs, APs	Daily	SLC teachers, PCTs, GCs, assigned SWs, BSTs, APs
<ul style="list-style-type: none"> Students have easy access to Social Workers, Guidance Counselors, their teachers when not assigned to teach a class, BSTs, and the SLC Director/Assistant Principal in the central location of the HUB. The SLC HUB is designed for collaboration and communication between teachers, staff, students, and families. 	All students All staff	Ongoing Ongoing	All staff Assistant Principals, PCTs, SLC teacher members

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Tax levy funding including TL Renewal ELT, TL FSF, TL FSF Intensive Support High Schools, TL Summer School, TL Transitional Relief for SIG, Title I SWP,											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. 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.
As per the graduation tracker, 62% of students will be potential graduates by January 2016.
Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.

The ELT program with rigorous instruction and strong family community ties will result in achieving the attendance goal of 85.3% by June 2016.
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Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
NA				

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to all students in the school.
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Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging?

How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?
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- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- What new content areas and opportunities will be offered to students?
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
- How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?
- How will outreach be made to families?

EXTENDED LEARNING TIME PROGRAM 2015-2016
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The ELT program at Long Island City High School addresses the diverse needs of the whole child in our multi-session community high school. Our school's Vision and Core Values are at the heart of our ELT programming.

Long Island City High School's multi-session instructional program focuses on providing all students an ELT program concentrating on Global and World Language proficient citizens, Academics and Aesthetics. By programming all students for a minimum of nine periods we provide all students participation in at least one period of instruction a day in sequenced studies, college and career focused courses and or advanced studies in STEM beyond the NYSED requirements in a variety of elective subjects: for credit, Blended Learning or as one of our AIS supports for students who have struggled academically.

Long Island City provides in our multi-session school for the creation of sequences of study in CTE, Visual Arts, Music, Technology, ROTC and World Languages that integrate this Extended Learning Time into our instructional day. Our targeted multi-faceted plan incorporates social, emotional, academic and nutritional elements to support improved student achievement. Each component of this second ELT block is designed to target the specific academic or enrichment needs of all students at Long Island City High School.

Participation in academic and enrichment clubs enables our children to excel in areas of personal interest while each program addresses the enhancement of literacy as well as other Common Core aligned skills. Breakfast & Books, Lunch & Learn and Peer Tutoring, (i.e. Advanced Placement, AVID's Determination Club etc.) focus on Common Core aligned literacy skills individualized through the use of a skills based needs assessment to enable the students to succeed on the NYS ELA Regents examination. The use of technology is an integral part of these programs. Timely feedback is provided to students and parents regarding student progress using Jupiter Grades, Daedalus and other communication tools.

These elements of our ELT program are supported by English, ESL, Math, Science, Social Studies licensed teachers, Guidance Counselors, Social Workers, School Administrators, Cafeteria workers, Custodians, CBO partners from Zone 126, the Leadership Program, Urban Arts, and Leap, just to name several.

The afterschool 21st century ELT program incorporating community partners will be a critical support for our Community School's initiative in our planning. Our Community School Leadership Team has reviewed all supports, asking that they be cohesive and not duplicative. After School, clubs promote social emotional growth. Academic clubs focus on student achievement, proficiency and mastery scores on the Regents examinations.

The ELT program at Long Island City HS will be composed of a fabric of our current ELT programs such as Breakfast and Books, Lunch & Learn, together with a menu of courses available through our LICHS Achieves. These programs allow for 21st century afterschool clubs with regularly scheduled sessions as well as additional post-secondary courses such as Advanced Placement Courses, College Now, and 4th year mathematics and science electives.

The ELT program is staffed with licensed teachers in the core academic areas as well as special education, esl and physical education. The use of Castle Learning and peer tutors as well as small group instruction addresses the individualized needs of the participants. Students targeted for Regents preparation are programmed and mandated to attend. Rosters of mandated students are distributed to SLC teams for outreach and additional support.

The 2015-2016 ELT program at Long Island City High School will provide more than one hour of total Extended Learning Time for each student. The additional block of time for each student through participation in a variety of targeted activities may include other AIS courses for no credit, Breakfast and Books, Lunch and Learn and/or participation in the

Long Island City High School Achieves.

Breakfast & Books will begin period 1 and allows students to enter the building early, have a nutritious breakfast in our multi-purpose room and catch up on assignments, using Castle Learning software, which provides students individualized hands on tutorial system, receive tutoring from licensed teachers and peer tutors. During breaks,

students can engage in a game of ping pong and socialize with their peers helping to promote social and emotional growth. A Behavior Support Teacher (BST) is also assigned to assist with academic and social challenges.

Lunch and Learn for the 2015-2016 school year will move from successfully and specifically targeting students who scored between 45 and 64 on the ELA Regents to those that need to pass a Social Studies Regents exam. This scheduled 5 day academic intervention incorporated Castle Learning, Portfolio work for Part 3 Question #26 & #27 and a “Books to Movies” program. Teachers of this program update student progress on Jupiter Grades.

Long Island City High School Achieves FY15 learning courses were offered in Physical Education periods 0 & 1 and in Core Content areas for credit during periods 11 & 12 during the 2014-2015 school year. For the 2015-2016 ELT Program this will be expanded through a Community School model, based on funding, to continue to also include opportunities during Weekend and Vacation Academies. Targeted students previously failed a course that they can retake for credit, in both a classroom and Blended Learning platform in order to earn credits towards graduation. Weekend and Vacation Academies were open to all students for an opportunity to catch up or be tutored in a specific subject. Students who are scheduled to take a Regents examination or who had previously failed a Regents exam were scheduled this year and mandated to attend. These systems will serve LICHS well as the backbone for programming our 2015-2016 ELT Programs. Teachers enter student progress onto the Jupiter Grading system to communicate with other classroom teachers and families. Cohort students who have not yet fulfilled their Regents examination proficiency requirements and are scheduled to retake an examination were mandated to attend in FY15. This expanded culture of systems and structures for academic supports will be part of the school’s shift to whole school ELT for 2015-2016. All other students were invited to attend for Regents preparation during FY15. After school scheduled clubs such as Rock Band, Drama, Cheer Squad and the A Capella Club provide a safe environment for students to improve skills and take part in hands on learning activities. Participation in these clubs promotes team building and social emotional growth.

The ELT program is staffed with licensed teachers in the core academic areas as well as special education, esl and physical education. The use of Castle Learning and peer tutors as well as small group instruction addresses the individualized needs of the participants. Students targeted for Regents preparation are programmed and mandated to attend. Rosters of mandated students are distributed to SLC teams for outreach and additional support.

Extended Learning Time opportunities included classes provided during April Break. The April ELT Academy targeted Mainstream students who have not obtained a score of 65 on the English, Integrated Algebra, Geometry, U.S. History, Global History, and/or Living Environment Regents examinations. Students who had previously failed a Regents examination were mandated to attend. All students enrolled in a class that ended with a Regents examination are invited to attend. Students will have the opportunity to receive intensive preparation for the English, Integrated Algebra, Geometry, U.S. History, Global History, Living Environment, and Earth Science Regents examinations. Teachers will utilize a pocket of work prescribed by the Assistant Principal of English, ESL, Mathematics, Social Studies, and Science, content area resources, Castle Learning, and/or other teacher materials to engage students in Regents preparation tasks. Students will also have the opportunity to do catch-up work in English, Integrated Algebra, Geometry, U.S. History, Global History, Living Environment, Earth Science, and Physical Education. Teachers will utilize content area resources, Castle Learning, utilize Achieve3000 resources (ELLs), and other teacher materials to engage students in catch-up and/or extra credit tasks.

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?

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

The ELT program is staffed with licensed teachers in the core academic areas as well as special education, ENL and physical education.

The afterschool 21st century ELT program incorporating community partners will be a critical support for our Community School's initiative in our planning. Our Community School Leadership Team has reviewed all supports, asking that they be cohesive and not duplicative. After School, clubs promote social emotional growth. Academic clubs focus on student achievement, proficiency and mastery scores on the Regents examinations.

The Principal and Assistant Principals of Supervision will supervise the ELT program as part of their supervisory and instructional focus. The ratio is 1 Assistant Principal per 250 students, 8 Assistant Principals of Supervision.

Part 4b. Timeline for implementation and completion, including start and end dates.

September 2015 through June 2016

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Tax levy funding including TL Renewal ELT, TL FSF, TL FSF Intensive Support High Schools, TL Summer School, TL Transitional Relief for SIG, Title I SWP

Part 5b. Indicate using an "X" the fund source(s) that will be utilized to support the ELT Program.

Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

X	21st Century	X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – ELT Progress Monitoring

Part 6a. 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.

- Principal and Assistant Principals of Supervision will monitor ELT programs at 1/250 student ratio
- Long Island City High School will engage in ongoing progress-monitoring cycles, including weekly attendance monitoring.
- By January 2016, Schoolwide attendance will be at least at 82.5%

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 7: Community School Description

Directions: The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

Part 1 – The Community School Program Goal(s)

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

1. By the end of school year 2015-2016 we would have assisted Long Island City High School in achieving a 67.6% 4-year graduation rate.
2. By the end of the school year 2015-2016 we would have assisted Long Island City High School in achieving a 34.2% college and career readiness as measured by the preparatory index.
3. By the end of school year 2015-2016 we will increase parent survey participation by 30% as measured by the school report survey.

By the end of school year 2015-2016 we would have achieved an 86% satisfaction rating in school culture.

Part 2 – Community School Program Description

Part 2a. Identify the target population(s) to be served by the Community School program and the scope of the services provided.

Programs and services will be available to 100% of the student population at Long Island City High School (Q450)

Targeted enrollment will be done for:

- a. Academic programs; target students who are under-credited and not on track to graduate.
- b. Socio-emotional/mental health programs; target students with IEP needs in behavior intervention.

Attendance Improvement Program: target students with chronic absenteeism and lateness.

Part 2b. Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

Zone 126 was selected as the lead CBO agency to assist Long Island City High School in building our Community School. Zone 126 is a local non-profit who is driving community transformation for children and families living in Astoria/Long Island City's concentrated pockets of poverty. The organization has been working with the ten PK-12th grade NYC DOE schools that are attended by the majority of children living in the three area public housing developments; Astoria Houses, Ravenswood and Queensbridge. Long Island City High School has been collaborating with Zone 126 since October 2011. The organization has a solid track record in leveraging resources through partnerships with CBOs and other non-profit organizations. To date, they have partnerships with the following: Camp Herrlich, The Child Center of New York, City Parks Foundation, City Growers, City Harvest, City Year New York, Community Word Project, CUNY QCC, ENACT, Jacob A. Riis Neighborhood Settlement House, Legal Outreach, NYC DOE Office of Adult and Continuing Education, NYU Langone Medical Center, The Parent-Child Home Program, Socrates Sculpture Park, Summer Advantage USA, Urban Upbound, Year Up New York, The Floating Hospital, HANAC, and the Variety Boys and Girls Club. In 2014, Zone 126 leveraged more than \$1,500,000 in programs and services to serve 1,258 children and families, a 447% increase from 2013. Zone 126 has raised in 2014 more than \$200,000 to help scale partner programs with the partner schools.

Zone 126 is also an expert on family and community engagement. They have proven results in not only increasing parent involvement in the schools, they also have strong ties in the community with elected officials, the public housing Resident Tenant Association, and local businesses. Zone 126 follows the USDOE Family-School Partnership Framework, School and CBO staff will be provided professional development on building respectful and trusting relationships.

This school year, our main focus areas are (1) building socio-emotional skills for our students, (2) provide a wellness program that not only includes mental health as an intervention, but to also include preventative programs such as nutrition and physical well-being, (3) strengthen parent/family relationships, (4) provide instruction that is customized, inclusive, motivating, and aligned to Common Core, and (5) provide professional development across the board to not only increase professional growth but to also enhance the school culture.

The Zone 126 Executive Director and the Director of Collective Impact Partnerships will take the lead to form the Community School Team, which will be comprised of the Principal, the members of the SLT, Program Manager/Directors of each partner CBO, and community members. Zone 126 will conduct search for Community School Director (CSD) and present candidates to the SLT team, with the goal of hiring the CSD by June 30, 2015.

The structure that will lead the implementation of the Community School Plan be the Zone 126 CSD and the Zone 126 Director of Collective Impact Partnerships. The implementation action timeline includes:

- Individual meetings with CBO partner organizations to create an Implementation Action Plan. The plan will include a program description, expected outcomes, evaluation methodology, and program launch logistic details.
- The Zone 126 CSD will oversee progress of each CBP partner program launch progress.
- Interests and needs surveys will be conducted by the Zone 126 CSD to ensure proper planning.
- Quarterly Program Quality assessments will be conducted by the Zone 126 CSD.
- Zone 126 will supervise the parent consent intake process.

Zone 126 has created evaluation tools that will gather data on socio-emotional development and will be using the New York State Afterschool Network Program Quality Assessment tool. Zone 126 will share results with CST team to reinforce best practices and drive continuous improvement.

Zone 126 has already been conducting five Cradle-to-Career convenings in the community. They will bring the format of those convenings to the community of Long Island City to create a forum for parents/guardians and community

members to have a voice and to also be able to share community resources. The PS/IS 111Q convenings will be held monthly. Attendance will be monitored and outreach practices perfected to ensure progressive increases in attendance.

Part 3 – Community School Program Implementation and Oversight

Part 3a. Who will implement the Community School program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured with the Community Based Organization (CBO).
3. Explain how you will evaluate the program to assess its impact on student achievement.

Zone 126 in collaboration with Long Island City High School has already selected a Community School Director that fits both the school and the CBO culture. The Community School Director has been on staff with Zone 126 since January 2014 and was co-selected by Zone 126 and the SLT to support the schools efforts with parent and family engagement. The CSD along with the Zone 126 Executive Director of Collective Impact Partnerships will sit on the School Leadership Team (SLT). Zone 126 has a portfolio of 17 partner organizations that provide services from cradle to career that have either leveraged funding or take part in a co-fundraising strategy to scale programs and services.

The evaluated tools created for Long Island City High School will measure the degree to which the home—school relationship evolves based on parent/guardian involvement in school decision-making processes; buy-in and participation in the community school process; quality and quantity of contact between school and home; and willingness to pursue services offered. For students, the evaluative measure changes in socio-emotional competencies (including, academic self-efficacy, growth mindset, grit, emotional competence, and self-regulation); school connectedness; leadership skills; and academic performance after participating in community school programming. All indicators and measures were described based on the community schools goals, created by the New York City Department of Education.

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

Zone 126 will coordinate, implement, and evaluate the ELT and mental health/wellness components. The ELT will have programs focused on academics (literacy, math, and science), socio-emotional development, youth development, and enrichment through the arts. The mental health/wellness program at Long Island City High School will have long-time partner Elmhurst Clinic as the mental health provider, which Zone 126 will bring new partners City Harvest who will introduce nutrition and cooking, along with the curriculum Safe Dates. Zone 126 will also have referral services available via the Floating Hospital and Jacob A. Riis Neighborhood Settlement House to provide other health services, such as the asthma van, vision, etc.

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

June 2015 RSCEP Preparation Assistance

August 03, 2015 Contract Confirmed for Tides Center of NY for Q 450's lead CBO to be Zone 126

August 03, 2015 Michelle Makabali Confirmed as Community School Director

August 03-August 31, 2015 School Program Assessment and Gaps Analysis

August 2015 School Based Mental Health Meeting

September 09, 2015 First Day of School

September 11, 18, 25, 2015 CST Meeting

September 21, 2015 SLT Meeting

September 2015 Community School Inaugural Event planning w/Q450

September 30, 2015 Community School Inaugural Event

Zone 126 receives a daily attendance list

Phone calls are made minimum 3 days a week

Home visits occur at least 2 days a week

-October program planning

-facilitating Mental Health Provider partner meetings

-home visits

-program planning for rollout of Socrates Sculpture Park Expanded Ed Arts Programming

-program planning for rollout of Rock the Street, Wall Street

-program planning for rollout of Scholars of the Zone program

-potential program partnership meeting with Let's Get Ready

-November

-program roll out of Socrates

-program roll out of Scholars of the Zone

Parent Teacher Conferences:

o Thursday, October 22nd - Evening

o Friday, October 23rd - Afternoon

o Thursday, March 17th - Evening

o Friday, March 18th -Afternoon

Socrates Spring Launch : Tentatively March 2015

SLT and CST Meetings:

o Monday, September 21, 2015

o Monday, October 19, 2015

o Monday, November 16, 2015

o Monday, December 14, 2015

o Monday, January 11, 2016

o Monday, February 22, 2016

o Monday, March 21, 2016

o Monday, April 18, 2016

o Monday, May 16, 2016

Renewal Community School Team Meeting: Weekly Meetings every Friday, Period 3

Section 8: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> • Students who have not scored a 65 on the ELA regents • Students who are not on target for credit accumulation in the English subject area 	Breakfast and Books Lunch and Learn Extended Day Blended Learning Saturday Academy SLC Tutoring in ELA	Small Group Small Group Classroom Classroom Small group Small Group	Before School Day During School Day After School Day Before and during School Day After School Day During School Day
Mathematics	<ul style="list-style-type: none"> • Students who have not scored a 65 on the Integrated Algebra or Common Core Algebra regents • Students who are not on target for credit accumulation in the Mathematics subject area 	Breakfast and Books Lunch and Learn Extended Day Blended Learning Saturday Academy SLC Tutoring in Mathematics	Small Group Small Group Classroom Classroom Small group Small Group	Before School Day During School Day After School Day Before and during School Day After School Day During School Day
Science	<ul style="list-style-type: none"> • Students who have not scored a 65 on the Living Environment regents • Students who are not on target for credit accumulation in the Science subject area 	Breakfast and Books Lunch and Learn Extended Day Blended Learning Saturday Academy SLC Tutoring in Science	Small Group Small Group Classroom Classroom Small Group Small group	Before School Day During School Day After School Day Before and during School Day After School Day During School Day

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

Section 9: 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>Prior to hiring candidates, their credentials are verified by our Network ' s Human Resources Director to ensure that the candidate holds a valid NYS certification in that license area. The BEDS survey is reviewed by the Principal and the HR Director who work with our school to ensure that every teacher ' s assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.</p> <p>Strategies and activities used to attract high-qualified teachers to our school include:</p> <p>Frequent communication with our Network HR Director when vacancies occur.</p> <p>Central Office of Talent and Recruitment partners with colleges and the Network HR Director partners with Central for assistance and guidance and for candidate referrals.</p> <p>Participating in Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited.</p> <p>Establishing a partnership with a local college to support the grooming of student teachers in our search of HQT candidates.</p> <p>Interviewing HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool.</p> <p>Establishing a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and New York State certification/licensing.</p> <p>Maintaining a teacher resource center and professional library to promote promising and effective practices.</p> <p>Teachers will be provided with curriculum maps, instructional resources and professional learning opportunities.</p> <p>Individualized PD plans are created for teachers to ensure continued improvement.</p> <p>In the very rare event, if a teacher ' s status was deemed not HQT, the principal would consult with the network HR Director for guidance to ensure that the non-HQT teacher will meet all required documentation and assessment</p>

deadlines. This may include some form of counseling, including encouraging the teacher to become HQT through the High Objective Uniform State Standard of Evaluation (HOUSSE) system.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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/information, early intervention services, etc.).

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) 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	1,445,848.00	X	Part 5 for each of Sections 5A, 5B, 5C, 5D, and 5E
Title I School Improvement 1003(a)	Federal	\$994,037.00	X	Part 5 for each of Sections 5A, 5B, 5C, 5D, and 5E
Title I Priority and Focus School Improvement Funds	Federal	\$434,782.00	X	Part 5 for each of Sections 5A, 5B, 5C, 5D, and 5E
Title II, Part A	Federal	0		
Title III, Part A	Federal	29,412.00	X	Part 5 for each of Sections 5A, 5B, 5C, 5D, and 5E
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	11,819,205.00	X	Part 5 for each of Sections 5A, 5B, 5C, 5D, and 5E

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 School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/RSCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **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, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 10: 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 RSCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP)

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act; *Support home-school relationships and improve communication by:*
- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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>Long Island City High School</u>	DBN: <u>30Q450</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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>220</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>7</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>4</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: _

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

Activity #1: ELL Saturday Academies

Historically, after school programs for ELLs at Long Island City High School have been very sparsely attended. Also, ELL attendance to the school's general Saturday Academy has also been low. This has been true when the student schedule is from 8:00 a.m. to 1:00 p.m. For this academic year we propose a modification on the Saturday time schedule to allow students to attend Saturday Academy while still having the opportunity to wake up a bit later to attend school. We propose a 9:00 a.m. to 2:09 p.m. schedule. Students will receive up to four periods of instruction during the nine Saturdays from November to January and nine Saturdays from April to June. By creating a special ELL section of the Saturday Academy focused on content vocabulary building, equipping students with the skills and strategies to be successful in reading complex fiction and non-fiction texts found in common core based examinations and in everyday post-secondary life, in addition to Regents Preparation and College Readiness, the intent is to create a welcoming and sheltered environment that intentionally uses instructional techniques proven to work with ELLs, including the MEAL paragraph for scaffolding writing, integration of the technology available in the Global Languages Academy Smaller Learning Community to which most ELLs are affiliated to, iPads purchased with the 2012-2013 CUNY-NYIEB grant and iPad minis purchased with the 2013-2014 the Strengthening Bilingual Education Programs grant. The program will be staffed by licensed ESL, Bilingual, and content area teachers: one licensed ESL teacher to provide ESL/ELA instructions, one licensed ESL teacher and one licensed bilingual teacher to provide collaborative teaching instruction in Living Environment, Algebra, and Geometry, one licensed Social Studies teacher with a bilingual extension for the Global Studies and U.S. History classes, one licensed Mathematics teacher for the Algebra and Geometry classes, and one Biology licensed teacher for the Living Environment classes. An Assistant Principal with ESL and/or Special Education certification will provide support and will ensure content, ESL, and Bilingual teachers engage in common planning before or after their Saturday work hours. The program will schedule ELLs in grades 9-12 whom need direct instruction and supplemental services beyond the units of service mandated as per CR Part 154. The program will consist of the following: An ESL class taught by an ESL licensed teacher that will serve at least 30 students in grades 9-12, in one of four sessions of 75 minutes each. An Algebra class co-taught by a Mathematics licensed teacher and an ESL licensed teacher that will serve at least 30 students in

Part B: Direct Instruction Supplemental Program Information

grades 9-12, in one of two sessions of 75 minutes each. A Geometry class co-taught by a Mathematics licensed teacher and an ESL licensed teacher that will serve at least 30 students in grades 10-12, in one of two session of 75 minutes each. A Global Studies class taught by a Social Studies licensed teacher with a bilingual extension that will serve at least 30 students in grades 9-12, in one of two sessions of 75 minutes each. A U.S. History class taught by a Social Studies licensed teacher with a bilingual extension that will serve at least 30 students in grades 9-12, in one of two sessions of 75 minutes each. A Living Environment class co-taught by a licensed Living Environment teacher and an ESL or bilingual licensed teacher that will serve at least 30 students in grades 9-12, in one of four sessions of 75 minutes each. In order to facilitate the work for teachers we will purchase Kathy Kinsella's Academic Vocabulary Toolkit: Mastering High-Use Words for Academic Achievement developed by Dr. Katherine Kinsella. We plan to make this valuable resource available to our ESL teachers and content teachers serving ELLs. We believe that this resource will assist our teachers in supporting ELLs to have the communicative competence to, as Dr. Kinsella puts it, "confidently utilize high leverage words in critical speaking and writing assignments." It is important to note that the teachers who serve ELLs at LICHS have received the intense three day SIOP training paid with a grant from the Rockefeller Foundation. In addition, our content teachers have attended the Q-TELL training and English 3D training as part of their professional development in the Global Languages SLC.

Activity #2: ELL Vacation Academy

The Vacation Academy will meet from 9:00 am to 2:09 pm for three days during the spring recess, April 7-9 of 2015, and will especially target ELLs and Former ELLs up to 2 years after exiting ELL status whose families cannot afford to travel. This academy will provide students the opportunity to complete catch-up work assigned by their regular day teachers as well as engage in strategically planned skills/strategies based lessons to support students' academic content vocabulary and prepare students for June Regents exams. We intent to equip our students with the strategies and content knowledge to be well prepared for their content course and for the ELA, Algebra, Global, U.S. History, and Living Environment and/or Earth Science Regents examinations. In order to facilitate the work for teachers we will purchase the Academic Vocabulary Toolkit: Mastering High-Use Words for Academic Achievement developed by Dr. Katherine Kinsella. The preparation for the Comprehensive English Regents will be provided by a certified ESL teacher and the content area instruction will be provided by a teacher licensed in the content area that either has a bilingual extension or co-teaches with a certified bilingual or ESL teacher. An Assistant Principal with ESL and/or Special Education certification will provide support and will ensure content, ESL, and Bilingual teachers engage in common planning before or after their Vacation Academy work hours . In addition to targeted Regents preparation using teacher made materials and Castle Learning, students will also use ESLreadingsmart for additional practice in literature and Achieve3000 for additional practice in non-fiction. By including a cultural celebration or trip within the structure of the three-day academy, we also provide students with an enjoyable activity. The cultural activity, which will represent no cost to the grant, might be a potluck event where each child brings a dish from his/her culture, a trip to a Math, Science or History Museum, or an intramural sport tournament. The teachers of the vacation academy will work with the Assistant Principal in charge to determine the most appropriate and feasible culminating event. The program will be staffed by an ESL and/or Special Education supervisor, two certified ESL or bilingual teachers, a licensed Mathematics teacher, a licensed Science teacher, a licensed Social Studies teacher with a bilingual extension, and a Health Education/PE teacher. Each class will serve at least 15 ELLs in grades 9-12, in one of four sessions of 75 minutes each. Students will be scheduled for at least three periods where they will take at least one period of ESL and at least two more classes to provide them with content building vocabulary and prepare for them for Regents exams they still may need to pass to meet graduation and/or college and career readiness benchmark of 75 in the ELA Regents and 80 in a Mathematics Regents.

Part C: Professional Development

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

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

Begin description here: _

Long Island City High School believes that teachers need the time to engage in conversation with colleagues to discuss student data and share best practices and strategies to facilitate language proficiency and academic achievement of all ELLs, including LTELLs, ISS ELLs, and SIFE. We accomplish this by scheduling daily common planning time for all teachers in the school. In order to build the capacity of Long Island City High School staff to provide high quality instruction to our ELLs, we will offer a variety of in-house professional learning opportunities throughout the year. Title III Professional Development will consist of a during-school Inquiry team for ESL and ELA teachers of ELLs whose courses end in the Comprehensive English Regents and/or ELA common Regents examination and for teachers of ELLs whose courses end in a content area Regents Examination. ESL teachers providing push-in instruction to ELLs in content classes will engage in professional learning sessions led by the Assistant Principal of ESL every other Wednesday on assessing the needs of ELLs using Margo Gottlieb's Assessing ELLs Bridges from Language Proficiency to Academic Achievement purchased using school funds. In addition to our in-house system of professional learning opportunities at no cost to the grant, we will send at least four content area teachers to two OELL professional development days to support Collaborative Strategic Reading methodology for ELLs using Long Term ELL grant funds. Also, all ESL, English, and core content teachers at LICHS will engage in a series of professional development sessions on collaborating for success and collaborative instructional partnerships paid for by this year's 21st Century Grant.

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

Activity #2: Professional Development for Content Teachers of ELLs who may not yet have ESL certification or a bilingual extension will attend the content-specific Quality Teaching for English Learners (QTEL) workshops and/or other appropriate professional development sessions offered throughout the year by the Office of English Language Learners (OELL). Also, there will be in-house professional development every Wednesday during Department PD and Smaller Learning Communities PD that will include our school wide initiative of learning to engage and learning to write, best practices

Part C: Professional Development

to address the needs of ELLs including sheltered instruction, differentiation of instruction, students' learning styles, integration of technology, and frequent cycles of cross departmental inter-visitation. In addition, High Schools That Work (HSTW) will provide professional development twice a month to Smaller Learning Community directors, Assistant Principals, Lead Teachers, ESL, ELA, and core content area teachers of all five SLCs at LICHS on the LDC model.

Part D: Parental Engagement Activities

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

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

Begin description here: _

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

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

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

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

Allocation Amount: \$ _____

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

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 30	Borough Queens	School Number 450
School Name Long Island Clity HS		

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 Vivian Selenikas	Assistant Principal Vronski Mesidor/Diana Scalera
Coach Leonore Smith/ESL Lead Teacher	Coach
ENL (English as a New Language)/Bilingual Teacher Leonore Smith	School Counselor Cindy Orbegoso
Teacher/Subject Area Fernando Villegas/LAB-BESIS	Parent Anita O'Brien/PTA President
Teacher/Subject Area Maria Rodriguez/AP Science	Parent Coordinator Crisa Ignatiadis
Related-Service Provider Leonard Brief/AP ISS	Borough Field Support Center Staff Member Pauline Samartzis/ELL Coach
Superintendent Aimee Horowitz	Other (Name and Title)

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	8	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	7	Number of teachers who hold both a bilingual extension and TESOL certification	1
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	2

D. Student Demographics

Total number of students in school (excluding pre-K)	2207	Total number of ELLs	237	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 checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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
Dual Language										24				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	236	Newcomers (ELLs receiving service 0-3 years)	132	ELL Students with Disabilities	7
SIFE	34	Developing ELLs (ELLs receiving service 4-6 years)	46	Long-Term (ELLs receiving service 7 or more years)	59

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	2	0	0	0		0	0	0	0	0
ENL	130	13	6	46	9	13	59	2	43	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 4

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE Spanish	2	22							0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages):
22

Number of students who speak three or more languages: 0

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										73	38	17	12	0
Chinese										5	1	1	1	0
Russian										0	0	0	0	0
Bengali										12	14	4	9	0
Urdu										4	3	0	0	0
Arabic										10	5	4	5	0
Haitian														0
French														0
Korean														0
Punjabi										2	0	0	0	0
Polish										1	0	0	1	0
Albanian														0
Other all										4	6	0	3	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 NYSESAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										24	18	8	4	0
Emerging (Low Intermediate)										11	8	5	9	0
Transitioning (High Intermediate)										13	12	6	10	0
Expanding (Advanced)										64	27	6	12	0
Commanding (Proficient)										20	20	11	7	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 NYSESAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										2	3	4	8	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	8									39	25	18	4	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	75		16	
Integrated Algebra/CC Algebra	131		47	
Geometry/CC Algebra	4		2	
Algebra 2/Trigonometry	0		0	
Math <u>CC Algebra</u>	75		16	
Chemistry	2		1	
Earth Science	0		0	
Living Environment	108		42	
Physics	2		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	76		19	
Geography				
US History and Government	116		31	
LOTE	47		45	
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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)	15	30	30	29	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.

Long Island City is a full comprehensive high school that offers academic and career and college ready programs to all its students. There are over 2200 students. 10.7% are ELLs. 17% of our students have Integrated Services and 3% are students who are ELLs and receive ISS support. In addition 40% of our students are former ELLs with 116 (5%) who continue to receive additional instructional support per Part 154 regulations and also testing accommodations. We have two programs to serve ELLs. We have our ESL only program and we have a dual language Spanish - English program for the first time this year. While 145 of our ESL students are Spanish speaking, there are not enough parents on each grade level that have chosen Transitional Bilingual as the program of choice. In the freshmen year there are 11 families that chose TBE, in the sophomore and junior year there are 9, and in the senior year there are 7 families that have chosen TBE. Our dual language program is new this year. We have 22 English Proficient students and 2 Spanish proficient students. We are hoping that the parents of our over-the-counter students consider choosing the Spanish-English dual language program. Some of our EP students are students we recruited from Junior High School who tested out in 8th grade.

We are very aware that it is important to monitor the progress of our students throughout the year. Some of our monitoring is school-wide and ELLs participate equally with their classmates. This year we are administering the New York City Performance Tasks in ELA, Math, Science and Social Studies to all students. These exams will give us a baseline to understand where the greatest support is needed. ESL and ELL content area teachers will be able to use the information from these exams to develop curriculum that will address the needs of ELLs as a group and individually.

In addition, there is a specific monitoring system that provides teachers with monthly reports on reading competency improvement. Achieve 3000 is an online reading and writing support program. Students are given a pre-test to establish their current Lexile reading level. This Lexile level will be the level of the reading assignments they receive which has the same content as their classmates; however, it is customized to that particular student's current reading readiness. Students have assignments reading non-fiction at least twice a week and need to write about what they read and take a multiple choice test at the end of each activity to test reading comprehension. At any point during the school year, teachers and students can review the data of their progress and make adjustment to their practice. Moreover, Achieve 3000 creates student and school-wide reports end of each month, students and

teachers receive feedback on student progress. If a student was able to score at 75% or higher on 4 activities during the month, their Lexile will adjust to a higher level and the student will receive more challenging work. Students become aware that more effort and careful reading increases their ability to understand not only the articles in Achieve 3000 but also their content area reading becomes more understandable. This motivates some students to put extraordinary effort into their work on Achieve 3000. The information from the data from the program is also integrated into other literacy initiatives.

We use the Exam History report from ATS to identify which students have tested out within the last two years. These students have Lunch and Learn classes with a licensed ESL teacher Chrissa Kenny two or three times a week for 45 minutes. This is an enrichment class that focuses on content area language development.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

According to 2015 NYSESLAT data, our total ELL population decreased by 4%. In 2013-2014, the ELL population was 13.7% of LIC student body. In 2014-2015, it was 14.7% of the LIC student body. As we begin the new year our ELLs are 10.7% of the student body. The composition of the ELL population is now largely students at the beginning of the language learning. 59% of our ELLs have less than 3 year of study. 20% have 406 years of study and 26% have 7 or more years of study. 49% of this group are students with Integrated Student Services. Based on 2015-2016 data, the highest number of our ELLs scored at the Expanding proficiency level on the 2015 NYSESLAT than any other proficiency level (84 students tested at Expanding/Advanced, 58 students tested at Commanding, 44 students tested at Entering, 32 students tested at Transitioning and 30 students tested at Emerging). We have been effective a moving our Intermediate students to Expanding and our Advanced students to test out. We are less effective in moving our Beginning students to Emerging or Transitioning.

We attribute this success to the deepening of these text-based strategies throughout the year. Our school's Academic Focus is: Writing To The Task and Student Engagement and our Mantra is: "Every student, every day!" We will continue the use of three specific literary strategies for the school year: MEAL (Main idea, Evidence, Analysis, Link) paragraphs, Read to Write (R2W) text coding and iPad (identify Purpose, Annotate and Draw conclusions). In addition, 2014-2015 academic school year our school participated in the Renewal Schools literacy Initiative. We added the reading-to-learn strategies, critical reading skills called WITSi strategies , and the Literacy Design Collaborative module models for lesson development aligned to the City-Wide Instructional Expectations and Common Core State Standards in writing and reading. This improved our Regents passing rate and helped our school meet the our performance index of 60%. We are now a school in good students because we have met our goal of 60% graduation for two years in a row. We have effectively reduced the achievement gap for our ELLs in the past two years.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Because of the change in exams, the currently available AMAQ tool provides our school with an evaluation of AMAQ 2 which we far exceed by almost 100% (Target 15% vs Actual 29.85%). It does not provide us with a measure of AMAQ 1 which measures how many students have made progress in their proficiency levels.

What do we do with the data? In September 2015, parents received this data by mail in the form of the letters produced by New York State. These individual letters are also part of the discussion with parents at the Annual ELL Parent Meeting. There is a copy of the students individual results in the packet that parents receive and the ENL teacher facilitating the meeting has been trained by the BESIS Coordinator, Fernando Villegas, to read and be able to explain the information contained in these individual NYSESALT reports. In addition, each teacher of ELLs (ESL, ENL and content areas) received a copy of the "At-Risk" report that gives extensive notes about the particular students they teach regarding what the students' strengths are and where improvement is needed. This report can help unlock not only academic issues but also social-emotional issues. Before the Annual ELL Parent meetings, there was a professional development for teachers on how to conduct the Annual ELL parent meeting and how to use the NYSESALT data provided by the state.

What does our data reveal? First, we are far exceed the expectation of students reaching AMAQ 2. Our target for 2015 was 15%. Our actual achievement was 29.85%. There were a total of 80 out of 268 who tested out. Sixty percent of our students who tested out are at the lowest at-risk levels (no risk, level one and level 2) and are expected to graduate on time. 38% are mostly at level 4 (13 students) level 5 (5 students) and level 6 (three students). All former ELLs who tested out in the last two year participate in a lunch and learn class that meets either 2 days a week or three days a week. These classes are taught by two licensed ENL teachers, Christopher Watkins and Chrisa Kenny.

Of the students who have not tested out, we have the following breakdown of at-risk students. In this group, 35% are either no risk, or level 1 or 2 at risk. These students should be able to graduate in 4 years. 65% of our students need extra support with largest number of students concentrated in levels 4, 5, and 6. These are undercredited students many of whom have not passed Regents exams. These students are undercredited for their cohort. We address this issue by providing students with credit-bearing courses in our Extended Day learning model. In addition, we have Saturday Academy which will begin on November 14. There will be 8 sessions in the fall semester and 8 sessions in the Spring Semester. Classes are one and one half hours and will be taught by licensed teachers in ENL and the content areas. There will also be a three day academy during Spring break in which ENL students will be able to take support classes for all content areas and ENL. These classes focus on helping students to pass their Regents exams and their courses.

The students who test out are concentrated in two groups, Spanish speaking and Bengali speaking. This is consistent with and

proportional to our enrollment numbers of ELLs in these languages. Overall, Spanish speakers tested out at 43% of Spanish speaking test takers and Bengali speakers tested out at 37% of Bengali speaking test takers. Our overall average of students who tested out is 29.85%. These statistics show that students who speak languages other than Spanish or Bengali test out at a lower rate. One way we address the need to support home language of all students, is to hire speakers of the languages that are represented in the school, especially the less commonly taught languages. There are staff members who speak Greek (including Principal Selenikas, several teachers and the parent coordinator Crisa Ignatiadis), Bengali (Paras Papiya Debroy and Deepok Bhattacharjya) Arabic (Teacher Ramy Nasr) Urdu (teacher Ijaz Akhtar).

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?

As we look at a three year comparison (20112-2013, 2013-2014, 20114-2015) of the passing rate of ELLs a positive trend emerges. LIC has been making steady progress toward closing the achievement gap between the performance of ELLs and other subgroups. In 2012-2013, 12% of the ELLs who took the ELA Comprehensive Exam passed the exam (47/388). In 2013-2014, 17% of the ELLs who took the ELA Comprehensive Exam passed the exam (52/300). In 2014-2015, 23% of the ELLs who took the ELA Comprehensive Exam passed the exam (55/236). The decreasing numbers of students taking the exam reflect the lower enrollment of ELLs over those years. At the same time, our passing percentage has increased each year at least five to six percent. We attribute this increase to the literacy work we have done in small learning communities over the past three years mentioned above in Question #2 (MEAL, R2W and WITSi). These strategies coupled with inquiry work has strengthened our teaching and provided students with very clear goals and strategies to reach those goals.

In reviewing the data for the ELA exam by student over three other important patterns emerge. Most ELLs need at least three attempts to pass the ELA exam. (During that time span, there were 6 opportunities to take the exam.) In most cases, the students' scores improved each time they took the exam. Finally, absenteeism is habitual—that is, students who are absent once will be absent again. ELLs who are also ISS are absent more often --50% of the time-- and Gen Ed ELLs are absent 32% of the time, those who are absent once will likely be absent again. One of the goals of the SCEP this year to improve attendance across the school to 83% which is a 4% increase. Increasing attendance during exams will also be part of the attendance goals of the school.

We did not administer the ELL Periodic Assessment last year and will not administer it this year. The ELL Periodic Assessment does not reflect the Common Core State Standards that are taught across the school. The information it could provide is less useful than what can be derived from the New York City Performance Tasks that will be administered in October and November.

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](#).]
N/A

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

Over-the-Counter Spanish-speaking students receive the Spanish LAB when admitted. This information is used to program students for the appropriate level of their HLA classes if there are ones available. In the informal interview, the formal HLIS interview and the the SIFE screening interview, students are questioned about the educational experiences, whether they attended school in the countryside or the city, if they are used to a large school environment. This information is shared with the Global Languages Academy teachers. With other languages, students are given the opportunity to take one of the other languages offered at the school once they reach the Transitioning level of ENL on the NYSESLAT. The students score on the NYSITELL are also discussed with the Global Languages Academy Lead Teacher, Leonore Smith, licensed ENL teacher, who provides the group of teachers (ENL and Content area teachers) who teach ENL students with the information they need regarding their current language proficiencies in reading, writing, listening and speaking and pertinent cultural and historical background. These scores also determine the placement of students. Students who score in the lowest quartile of the Spanish Lab are placed in the first level of Spanish HLA, students who score in the second quartile of the Spanish Lab are placed in the second level of Spanish HLA. Students who score in the third and fourth quartile of the Spanish Lab are placed in the third level of Spanish HLA. Students who start in the second and third levels of Spanish HLA will be able to go on to Spanish AP Language and Spanish AP Literature and take the corresponding AP Spanish exams.

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?

Students' Exam History is reviewed for previous data regarding proficiency in the home language. LIC HS has it's own in-house assessment that determines the level of sophistication of use that the student has obtained in the target language. Since our dual language program has a feeder schools we are able to visit those schools to recruit and test the language proficiency of the students coming from these feeder schools (IS 145Q, IS 230Q, IS 10Q, IS 227Q, IS 126Q, and IS201Q). We look at the Exam History of the Dual Language students and administer a Spanish department designed in-house assessment. This year the students average scores were at the 56

th percentile. All the dual language students are starting at the third level of Spanish HLA. This will give them the opportunity to take the AP Spanish Language and AP Spanish Literature courses and exams in the Junior and Senior years. Most of the EP's in this year's group are former Spanish speaking ELLs. In the Dual Language program there are 13 former ELLs who have Spanish as their home language. There are 2 Spanish Speaking ELLs four students who have Spanish as their home language but were never ELLs. In addition, there are 5 students who have English as their home language. As we move through the year, we are working with in-house assessments to measure the proficiency progress of the dual language students. According to the Exam History 12 EP have a previous Spanish Lab score. Seven students have a score in the 2nd quartile and three in the third quartile and 2 in the fourth quartile. The EPs are incoming freshman and have not taken high school state assessments. Their eighth grade ELA score show they are mostly high one's and low two's. There are two students who have a high two score. We will be using Achieve 3000 in both English and Spanish to address their ELA proficiency levels. In math, there are 3 students who score at the 3 level, 13 students who scored at the two level and there are 5 students who scored at level one.

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

We are exceeding AMAO 2 by almost 100%. We have twice as many students testing out as required by the AMAO requirements. We do not have AMAO1 data available to us. This is the best indicator of our students growth. Also, we have 62% of our students who tested out last year on-track for graduation. Moreover, a correlation of NYSESLAT levels cannot be done because this year's levels are different from last year's levels. However, we see progress in our ELLs. This is evident in the fact that there are fewer ELLs at the Junior and Senior levels. The number of students in the junior and senior years combined is only one third of the freshmen grade level. In addition, ELLs passed the ELA Regents in the 2011 cohort by 39% which was an increase of 7% over the 2010 cohort. There was also a 5% increase in outcomes in US History and a 2% increase in a Science. There was a 2% decrease in Global results for ELLs and a 6% decrease in Math for 2014-2015. The results of the ELA Comprehensive vs. the ELA CCLS was 28% to 41% passing. This bodes well for the total transition to the CCLS. Overall students are learning English at a higher rate and the increase shows up especially in the ELA CCLS exam. The last year that we have AYP data is for school year 2012-2013. In this year 78 out of 114 students graduated. This did not meet our AYP for ELLs which was 112 with 98 as the safe harbor.

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.

When the parents of first-time admits come into the school to register their child, the pupils accounting secretary, Calo Downing, sends new admits to the LAB/BESIS coordinator, Fernando Villegas, a certified Math teacher with training and experience in ENL and Spanish bilingual populations. He conducts an informal interview with the parent/guardian to gather historical and cultural information about the students and administers the HLIS to the parent/guardian in the parent's preferred language. As per the DOE Assessment Memorandum #2, 2014-2015, eligibility for the NYSITELL is determined by the responses to the HLIS survey and an formal interview. Mr. Villegas conducts the formal interview based on the parent's responses to the HLIS questions. This interview includes grade-appropriate information and culturally sensitive questions to determine if the student has any English knowledge before a NYSITELL determination could be made. As a result of this interview, Mr. Villegas determines if the student is eligible for NYSITELL testing and in addition, and, if it is appropriate to administer the SIFE oral interview. Then, he then completes the school staff related sections of HLIS and signs it. Once the interview is completed, Mr. Villegas, the LAB/BESIS Coordinator proceeds to administer the NYSITELL to students with a home language other than English

IMMEDIATELY. Once that exam is scanned the results are immediate and they determine if the student is eligible for ENL. If the students is determined to be eligible for ENL and the home language is Spanish, the student also takes the Spanish LAB exam. The Spanish LAB listening section and the instructions for the writing part of the test have been recorded on a CD by licensed Spanish teacher, Myrian Agudelo. The LAB/BESIS coordinator plays the recording for students as they take the Spanish LAB. The Spanish LAB is scanned and both the NYSITELL and Spanish LAB scores are kept on file and uploaded to ATS through the scanning. If the student is entitled to services, the parent is given an orientation session immediately after the NYSITELL is scanned. As part of the orientation, the BESIS Coordinator shares the Parent Option Brochure with the parent in the parent's preferred language. The parent also watches the Parent Choice informational video in his or her preferred language and receives the Guide for Parents of English Language Learners, also in his or her preferred language. As part of the orientation, the LAB/BESIS coordinator answers questions about the different programs available in English and Spanish. If the parents require interpretation into another language, the following school staff members support Mr. Villegas: Arabic (Riham Gendy, paraprofessional), Bengali (Papiya Debroy, paraprofessional), Hindi (Ms. Shah, math teacher), French (Veronica Nigai, school aide), Greek (Ms. Ignatiatis, bilingual parent coordinator; Portuguese, Spanish and Italian (Lucia Prete, school secretary), Urdu (Ijaz Akhter, science teacher). These staff members interpret for Mr. Villegas who is

responsible for the content of the conversation. In the event we do not have a staff member that speaks the language of a parent, the DOE's interpretation and translation hotline is a resource we would make available to ensure parents make an informed decision about program options in the language they fully understand. As part of the orientation, Mr. Villegas informs parents of their rights and responsibilities as parents of ELLs. Finally, the parent completes the Parent Survey and Program Selection Form and receives a letter of entitlement and a letter of placement. Identification and testing happen on the day that the student registers; therefore, all students are identified and tested within ten days. As mentioned above, parents are strongly encouraged to stay for the New Parent Orientation session the same day. However, parents who are not available to stay are invited to an orientation session on a later date via direct mail. Students are also given copies of the invitations to bring home to their parents. These invitations are in the family's home language.

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).

Mr. Villegas conducts the informal interview and determines if it is appropriated to administer the SIFE oral interview which must take place within 30 days. Based on the informal interview and the results of the SIFE Interview, if it is determined that the student was not in school for two or more consecutive years, the LENS exam is administered to determine the the level of student's math and reading skills in his/her native language

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).

If a new student is entering with an IEP and has a home language other than English, a Language Proficiency Team is formed to determine if the student is eligible for testing with the NYSITELL or if the student is not eligible and no NYSITELL is administered. The team consists of AP Administration Scalera who is an ENL specialist, AP ISS Brief, the the ENL lead teacher Leonore Smith, the student's parent or guardian, and a qualified interpreter or translator of the language or mode of communication the parent or guardian best understands who must be present at each meeting of the LPT.

The LPT should consider evidence of the student's English language development, including, but not limited to the following:

- The result of the Home Language Identification Survey (HLIS)
- The student's history of language use in the school and home or community
- The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language
- Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

The LPT keeps in mind the important to understand how certain elements of the second language acquisition process compare to learner characteristics associated with a learning disability. While components of language acquisition can seem to mirror a learning disability, they do not necessarily indicate a learning disability. Some of the characteristics are listed in the ELL Policy and Reference Guide 2015 – 2016 (Appendix Page 51).Some Similarities Between Learning Disability and Language Acquisition

If the team recommends that the student be tested, he/she takes the NYSITELL and is placed according to the outcome of the exam. If the student is not recommended for testing, the documentation goes to the principal Selenikas for review. The principal has 20 days to accept or reject the LPT recommendations. If the principal determines that the student should be tested, he/she will be tested and placed according to the outcome of the exam. If the principal recommends that he/she should not take the NYSITELL, the determination is sent to the superintendent or designee for review. The Parent/Guardian is notified within 3 days of the decision. If the superintendent or her designee determines the student should be given the NYSITELL , the student will take the exam and the outcome will determine placement. ELLs must be placed in the parents' program of choice within 10 school calendar days of enrollment. If the superintendent upholds the decision that the student should not be tested, the parent/guardian is notified and the ELL identification Process terminates. All documentation must be kept in the students' cumulative folder.

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.

If the student is entitled to services, the parent is given an orientation session immediately after the NYSITELL is scanned. Mr. Villegas informs parents of their rights as parents of ELLs. After the parent completes the Parent Survey and Program Selection Form in their preferred language, Mr. Villegas gives a letter of entitlement and a letter of placement (in the parent's or guardian's preferred language). If the student tests out, a non entitlement letter is issued to the parent. All letters are issued to parents immediately.

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).

The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-

identification Process may be utilized for students who have a home language other than English, and are ELLs and non-ELLs .

Mr. Villegas informs the student's parent or guardian or a student 18 years of age or older orally and in writing (as it is indicated in the entitlement and non-entitlement letters in the parent's or student's 18 year old or older preferred language).

All original dated and signed ELL forms and letters (including student's Home Language Identification Survey, Parent Survey and Selection Form, Program Placement letters, Entitlement letters (newly identified ELLs), Continued entitlement letter (continuing ELLs), Non continue entitlement letters, and Language Proficiency Team NYSITELL Determination Forms) are kept in a binder by student and stored in the LAB/BESIS Coordinator's office (Mr. Villegas's Room 121b).

(All these letters and forms are made available to parents, guardians, and students 18 years old and older in their preferred language.)

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.

As mentioned before, Parents view the informational video(in the parent's or guardian's preferred language) , are given the Guide for Parents of English Language Learners (in the parent's or guardian's preferred language) , and have additional information provided to them by the LAB/BESIS coordinator. Parents that do not choose one of the programs that we currently offer, free standing ESL or Dual Language in Spanish/English , receive assistance from the LAB/BESIS coordinator, Mr. Villegas, in contacting the enrollment office in order to find a school that offers the program of their choice. If the parent chooses to remain at Long Island City High School even though their program of choice is not currently available at LIC, they are assured that the school is tracking the numbers of parents requesting certain programs and when there are sufficient numbers of students whose parents request a different type of program, the school will be required to create that program.

Within ten days, the student is then placed in Free Standing ESL which is our default program since we do not offer aTransitional Bilingual Program.

Our LAB/BESIS Coordinator(Mr. Villegas) immediately records the initial parent choice and the provided program in the ELL Parent Choice Update screen (ELPC) in ATS. The information regarding parental choice is available though the RELC report and at times, the RBCS. The choice selected for students whose parents did not choose would be TBE. This has not happened; however, in many years.

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.

Since we hold the Parent Orientation on the same day as student testing, the LAB/BESIS coordinator, Mr. Villegas, gives the entitlement or non entitlement letter to parents (in the parent's or guardian's preferred language) by hand the same day as the hand scoring of the NYSITELL exam. Mr. Villegas also collects the Parent Survey and Program Selection Form (in the parent's or guardian's preferred language) language that same day. He then generates the placement letter (in the parent's or guardian's preferred language preferred) language and gives it to the parents by hand. All new admits identified as entitled via testing have returned the Program Selection Form. If a student in the ELL program, does not have a Program Selection Form on file, the school understands that the default program is TBE.

Our LAB/BESIS Coordinator (Mr. Villegas) immediately records the initial parent choice and the provided program in the ELL Parent Choice Update screen (ELPC) in ATS.

Mr. Villegas is aware of tracking the numbers of parents requesting certain programs and when there are sufficient numbers of students whose parents request a different type of program since the school would be required to create that program. The information regarding parental choice is available though the RELC report and at times, the RBCS.

All original dated and signed ELL forms and letters (including student's Home Language Identification Survey, Parent Survey and Selection Form, Program Placement letters, Entitlement letters (newly identified ELLs), Continued entitlement letter (continuing ELLs), Non continue entitlement letters, and Language Proficiency Team NYSITELL Determination Forms) are kept in a binder by student and stored in the LAB/BESIS Coordinator's office (Mr. Villegas's Room 121b).

(All these letters and forms are made available to parents, guardians, and students 18 years old and older in their preferred language.)

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Since we hold the Parent Orientation on the same day as student testing, the LAB/BESIS coordinator, Mr. Villegas, gives the entitlement letter to parents by hand the same day as the hand scoring of the NYSITELL exam. Mr. Villegas also collects the Parent Survey and Program Selection Form that same day. He then generates the placement letter and gives it to the parents by hand. (All letters and forms are made available to parents or guardians in their preferred language).

Copies of the Parent Survey Form, entitlement and placement letters are placed in a binder and stored in the LAB/BESIS Coordinator's office (Room 121b). AP Scalera also monitors the RELC and RBCS for shifts in enrollement and parent choice. Mr. Villegas is also expected to report to AP Scalera any surges in parent choice in a particular language that might indicate there is a need for a different program.

9. Describe how your school ensures that placement parent notification letters are distributed.

Our LAB/BESIS Coordinator (Mr. Villegas) ensures that a placement notification letter (in the parent's or guardian's preferred language) is issued to the parent in person as soon as the Parent Survey and Program Selection form (in the parent's or guardian's preferred language) is completed.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All original dated and signed ELL forms and letters (including student's Home Language Identification Survey, Parent Survey and Selection Form, Program Placement letters, Entitlement letters (newly identified ELLs), Continued entitlement letter (continuing ELLs), Non continue entitlement letters, and Language Proficiency Team NYSITELL Determination Forms) are kept in a binder by student and stored in the LAB/BESIS Coordinator's office (Mr. Villegas's Room 121b).
(All letters and forms are made available to parents, guardians, and students 18 years old and older in their preferred language.)
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.
Every spring, the NYSESLAT exam is administered to all ELLs at LICHS. The school uses the RELC report in ATS to identify which students are eligible for testing. Before the testing window opens, parents are informed of the testing process and dates by both phone master and written communication (via direct mail). ENL teachers and Lead Teachers are responsible for administering the speaking test to students. A separate location is used during the school day and students are given an invitation to go to this location. It has been determined in advance who will test the student (not the students' teacher). Teachers alert the LAB-BESIS coordinator, Mr. Villegas, if a student has not been tested during the first two weeks of the testing period.
Prior to the test, ENL students are separated by proficiency levels and are assigned into a specific room in alphabetical order. These three sections of the exam, are administered in a separate location and proctor by trained staff. All three sections are administered at an unified day and time. We make sure the students are provided with their ISS testing accomodations, bathroom breaks and snacks between sections. School-wide make-up tests are conducted by our LAB/BESIS Coordinator for students who missed the classroom administration of these sections.
Mr. Villegas keeps a daily tally in Excel of the tested students. He communicates daily to all staff (via email) of the daily progress and the list of students that are missing any section. In addition, a school message is created to alert the staff in charge of monitoring the students at daily scanning at the main door. The staff is instructed to take the student to the room where the school-wide NYSESLAT's make up is taking place. All materials are tracked through the testing process and kept in a secure location throughout the testing cycle. All scan sheets are returned to the scan center on the appropriate date and all the secure testing materials are counted and returned to the vendor on the appropriate date.
In 2014 - 2015, 82% of our ELLs completed all four sections of the NYSESLAT.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
At the beginig of the school year, the LAB/BESIS Coordinator mails parents Continue entitlement and Non continue entitlement notification letters together with the NYS NYSESLAT Score Report.
(All notification letters are in the parent's or guardians preferred language.)
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).
After reviewing the Parent Survey and Program Selection forms for the last five academic years, we have found that more than half of the parent s have been selecting Freestanding ESL over TBE. In 201 4 -201 5 , out of the 45 over-the-counter students we admitted, 35 of them selected ESL and 10 of them selected TBE, and 0 of them selected DL. In 201 3 -1 4 , out of the 48 over-the-counter students we admitted, 31 selected ESL and 16 selected TBE, and one of them selected DL. In 201 2 -201 3 , out of the 33 over-the-counter admits, 25 chose ESL and 8 chose TBE. In 20 11 -201 2 out of the 78 over-the-counter admits, 51 chose ESL and 27 chose TBE. In 2010 -20 11 there were 87 over-the-counter admits, 52 chose ESL and 35 chose TBE.
- The program models offered at our school are fully aligned with parent requests. W e are starting a Dual Language in Spanish. For parents who reques t a TBE program , we will inform them that they have the right to transfer their child to a school that offers the program they selected. If they decide to keep their child with us, we maintain their program selection on file and each year check the program selection requests for each home language at each grade level. In the 201 4 -201 5 school year, all parents who selected TBE programs in languages we do not offer, or DL in any language, elected to keep their children at LICHS in the freestanding ESL program. In order to build alignment between parent choice and program offerings, we use an Excel file to monitor the parent requests and the number of speakers of each language, at each grade level so that we would immediately become aware if we have a group of twenty or more speakers of the same language at the same grade level. For example, we currently have 24 Arabic-speakers in the school, but only 9 of them are in the 9th grade, thus we do not have the number of students necessary to offer a TBE program in Arabic. In the 201 4 -201 5 school year, all parents who selected TBE programs in languages we do not offer, or DL in any language, elected to keep their children at LICHS in the freestanding ESL program.

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.

ENL classes are self-contained and students are programmed according to NYSESLAT or NYSITELL proficiency level Entering, Emerging, Transitioning, Expanding and Commanding. ENL is its own department, with eight teachers and Supervised by Vronski Mesidor, ELA assistant principal. AP Mesidor is supported by AP Scalera who is an ELL educator as well as the APO to ensure compliance to Part 154. LIC HS has 45 minute periods. Most classes meet 5 days a week

Entering students receive:

- Two periods five days a week with an ENL teacher (Christopher Watkins and Guoping Wang).
- One period five days a week with an ENL/ELA licensed teacher, Alma Siljkovic. (ELA is the content class.)

Emerging students receive:

- One period of ENL instruction with an ENL teacher five days a week, Guoping Wang and Cindy Peng.
- One period of ELA/ENL with both an ENL/ELA licensed teacher 5 periods a week taught by Alma Siljkovic. ELA is the content.

Transitioning students receive:

- One period five days a week with both an ENL/ELA licenced teacher Alma Siljkovic. ELA is the content class.

Expanding students receive:

- One period five days a week with both an ENL teacher and an ELA teacher. (ESL is the content class)

Commanding students receive:

- One period 2 or 3 days a week with an ENL teacher for approved former ELL services that support ELA acquisition.

There is Home language support in Spanish. All Spanish speaking ELLs receive Spanish as a Home Language Arts. Content area classes are taught by teachers licensed in those content areas..

b. TBE program. *If applicable.*

Our school is no longer required to have a Bilingual Spanish program. We do not have enough students at any grade level whose parents chose Spanish Bilingual as their first choice. We have 9 students at the 9th grade level, we have 8 students at the 10th grade level, we have 15 students at the 11th grade level and we have 7 students at the 12th grade level. There is no other language that has 20 or more students on a grade level in one language whose parents have chosen TBE as the program of choice. For that reason, and in consultation with Milady Baez, LIC has begun to build a dual language Spanish/English program instead. This is the first year of the dual language program. There are 22 students recruited from middle schools around Queens.

c. DL program. *If applicable.*

This is the first year that LIC is hosting a Spanish Dual Language program. It has started with 24 students that were recruited from middle schools specifically for this program. There are 22 EP students and 2 ELLs. When students were recruited, some were still ELLs and tested out in 8th grade. We look to recruit students from our over-the-counter admits, however, most of those admits are not Spanish speaking. All dual language students are in the 9th grade. They receive one period of ENL/ELA five periods a week. (The two ELLs in the program receive the appropriate number of minutes according to their proficiency level. They also receive a class in dual language (Spanish/English) health taught by Maria Rodriguez, AP Science. They receive one class five days a week of Spanish home language arts taught by a licensed Spanish teacher Crista Correa. They are taught one class five days a week of dual language US History by Melissa Diaz, a licensed Social Studies teacher, and dual language Chemistry class five days a week taught by Jocelyn Oviedo. In addition, Fernando Villegas teaches a dual language Core Algebra class five days a week.

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)?

At LICHs we ensure that all ELLs receive more than the minimum mandated minutes of instruction in ESL according to CR Part 154. All Entering ELLs at LICHs receive a total of 225 minutes per week of ESL instruction along with 225 minutes per week of ENL/ELA and a third period of Integrated ELA with ENL support for another 225 minutes per week. All Emerging ELLs receive 90 minutes of ENL instruction per week and 8 periods of ENL/ELA 360 minutes a week. Transitioning students receive one period five days a week of Integrated ENL and ELA with teachers licensed in these areas. Students at the Expanding proficiency are programmed one period of ENL/ELA Integrated class five days a week for 225 minutes. Dual language students have the same ENL/ELA classes as the ESL only students. In addition, they have their social studies, math and science, health taught by teachers who speak Spanish and who teach the content 50% in English and 50% in Spanish.

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.

Beginner, Intermediate, and Advanced students ELLs, as well as former ELLs still eligible for support who request it, receive sheltered ESL content area classes in math, science and social studies. Teachers have training in QTEL and SIOP, support from lead teachers, and access to text books and other materials such as bilingual libraries on a variety of levels to facilitate differentiation. In addition, ESL classes include instruction designed to improve achievement in the content areas. For example, the use of the Milestones textbook in ESL classes gives ESL teachers the opportunity to teach and reinforce non-fiction and content area reading and writing strategies. The Common Core Learning Standards aligned instructional units require students to ground reading, writing, and argumentation in evidence from texts in ESL, Social Studies, and Science classes.

In Math classes for ELLs the content used comes EngageNY. Each student receives a student copy of this program. This is Algebra and 1st year Geometry and Algebra 2 and Trigonometry. This material is in English. Second year Geometry uses the Meaningful Math curriculum. In ENL only, there are textbooks in Spanish and English, for Global Studies, World History (La historia del mundo) by Pearson. In US History, the textbook used is US History by Global Fearon. The Spanish text is La nacion America by Prentice Hall. There is one bilingually licensed teacher teaches US History and Global classes. She teaches the students in the US History for Freshman classes and one dual US History. Each student has a dictionary and a glossary in each class. There is a specific vocabulary study each class. In Science, dual language students are in Chemistry and they are taught by a bilingually speaking teacher, Jocelyn Oviedo. This class is taught in a 50% English and 50% Spanish. There are Living Environment classes taught by Javier Cifuentes, a bilingually licensed Living Environment teacher. Ciciano Montoya is also a Spanish speaking Chemistry teacher who provides Spanish Speaking ELLs with support in the home language. In addition, Ijaz Akthar, an Earth Science teacher, speaks Urdu, Hindi and Arabic. He is able to support the students who speak these languages in Earth Science.

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

Spanish-speaking students are administered the Spanish LAB as part of the in-take process. In addition to the NYSITELL and Spanish LAB exams, LICHs has a placement test for new admits that is that includes a section where we ask students for writing samples in both their native language and English. If this sample leads us to suspect that there are literacy or learning difficulties, we follow up using either school staff member who speaks the home language of the student or the DOE translation and Interpretation hotline in order to assure that students with additional needs receive additional services. Also, students in Spanish HLA classes take a baseline writing assessment to measure students' writing progress. This exam tests listening with 4 passages that are read to the student in the native language with multiple choice and short responses questions. The reading and writing section has one short passage and a long passage with multiple choice questions and essay-like written response required. This students receive a score for each modality and this information helps create the student's instructional plan. In addition all Spanish ELLs take the ELE in May. The Spanish HLA classes with 11th and 12th graders take the Spanish LOTE exam or other LOTE exams. The AP Spanish Language or Literature exams are given to upper classmen.

In both ESL only and Dual HLA language classes there are classroom informal and formal assessments created by the teacher. In addition, there are department created mid-terms and finals in each semester. These exams ensure that all students are learning the same skills and are evaluated in the same way.

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

LICHs will ensure that ELLs are appropriately in all four modalities of English acquisition throughout the year. ESL teachers administer teacher made diagnostics created in common planning time to assess students' reading, writing, listening and speaking progress. We use NYC Performance Tasks, ELA Regents type assessments, and marking period reading assessments in literature and informational texts to assess our ELLs reading progress. In addition, students also use Achieve3000 twice a week to measure and improve a student's reading lexile. We assess our ELLs writing progress by engaging students in writing to learn tasks as well as ELA Regents type prompts. We assess our ELLs listening by ELA Regents like listening tasks, in-class read aloud activities, and note-taking activities. We assess our ELLs speaking by offering students the opportunity to engage in oral presentations, book talks, and turn-and-talk in-class discussion activities.

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

a. SIFE

- b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
- a. SIFE students are served by the school's Freestanding ESL and receive additional services through the Office of English Language Learners (OELL) SIFE-Long Term ELL grant. These services include peer-tutoring, Saturday Academy, afterschool NLA and ESL support, and cultural excursions. In addition, LICHS offers a triple period Entering SIFE class and a double period Emerging SIFE class where students receive instruction to accelerate academic skills as well as English language acquisition. Teachers of SIFE students are supported by providing them with intensive professional development and materials specifically designed for this ELL subgroup. Teachers of SIFE ELLs receive training on the RIGOR program and how to integrate the use of iPads in SIFE classrooms. Instructional tutoring is available to all students during SLC tutoring periods and SIFE students frequently make use of this service.
- b. Newcomers present a particular challenge at the high school level because while these students need to learn communicative English and basic vocabulary, at the same time they need to be doing grade level work in their content area classes in order to stay on track for graduation. We offer our newcomers additional services such as peer-tutoring, ELL Saturday Academy, and NLA and ESL support via Strengthening Bilingual Programs grant. We also infuse the ESL class with content strategies while at the same time providing multiple scaffolds and supports in the content classes. Teachers of ELLs receive ongoing professional development on ESL strategies from High Schools that Work (HTW), Scholastic, Lead Teachers, UFT Teacher Center Teacher, and ESL and content area Assistant Principals.
- c. In the last two years, we have been implementing Read2Write text-coding, MEAL paragraph (Main Idea, Evidence, Analysis, Link) and joining the Social Studies department in implementing the IPAD (Identify Purpose, Annotate and Draw conclusions) reading strategy. This year we are adding the reading-to-learn strategies, critical reading skills, and the Literacy Design Collaborative module models for lesson development aligned to the City-Wide Instructional Expectations and Common Core State Standards in reading and writing. We are optimistic that the current initiatives put in place this year, will result in improved language acquisition and literacy for our ELLs receiving services for 4-6 years. We are continuing these initiatives because they have proven very successful by increasing ELA passing rate by five to six percentage points a year.
- d. 43 of our 59 Long Term ELLs are also have Integrated Support Services. These students are in ICT classes at the Expanding level. In the three year comparison of progress on the NYSESLAT 34 students were in the Advanced level and are now in the Expanding level. It is unclear how progress will be measured given that the exams from 2014-2015 were different from all the previous years. It is possible that many of these students have made progress within similar proficiency levels. There were 11 students who moved up 1 or 2 levels and on 2 who moved down a level. 11 students did not take the exam. Hopefully, our attendance initiative will decrease the number students who do not take the test. Since the most common reason for students to be in the long term ELL category is that they are not reading and writing on grade level in English, we have decided to continue the use of three specific literary strategies for this academic school year: MEAL (Main idea, Evidence, Analysis, Link) paragraphs, Read to Write (R2W) text coding and IPAD (identify Purpose, Annotate and Draw conclusions). This year we are adding the reading-to-learn strategies, critical reading skills, and the Literacy Design Collaborative module models for lesson development aligned to the City-Wide Instructional Expectations and Common Core State Standards in writing and reading. This year's academic focus includes more extensive writing based on reading which should result in improved language acquisition and literacy for our ELLs receiving services for more than 6 years. In addition, we created a 9th grade section of U.S. History and a section of 10th grade Global History where a licensed ESL teacher pushes-in to provide the support in vocabulary development and writing LTEs need. We will utilize SIFE-LTE grant funds to cover the cost of the ESL push-in support in these two classes.
- e. We continue providing all ELL testing accommodations (double time, translated edition of available assessments, bilingual interpreter for low incidence languages such as Arabic and Bengali, separate location, bilingual glossary, bilingual word for word dictionary, third read on listening passages) to all former ELLs in year one and year two after testing proficient on the NYSESLAT. We also invite year one and two former ELLs to participate in ELL Saturday Academy and other programs offered to ELLs always ensuring that current ELLs receive mandated services. We have created a Lunch and Learn programs for former ELLs. They have a class for with a licensed ENL teacher (either Chrisa Kenny or Christopher Watkins) for two or three days a week. Lunch and Learn is a class during the student's lunch period. Lunch is brought to the student and the class works on writing tasks that are connected to the students' content areas. They use the Collections textbook as a basis of their work.

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.

The re-identification begins if LIC HS receives a written request to initiate the Re-identification Process from a parent/guardian, a teacher or a student over 18 years old. The BESIS Coordinator, Fernando Villegas reviews all documents related to the initial

or reentry identification process and the student’s work in English and in the home language. If the result of the investigation shows that the student has language acquisition issues, LIC HS may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. We never re-administer the NYSITELL a second time. As soon as a re-identification is resolved, the student is reprogrammed. ELLs are taught by a cohesive group of teachers who work together to ensure the continuity of instruction during common planning time. The BESIS Coordinator Villegas and the ENL Lead teacher Smith monitor the progress of these students and report to AP Scalera any challenges that the student may face. In addition, the school uses the Annual ELL Parent meeting to review the progress of all students especially students who have been re-identified.

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?

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

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

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	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(uu) of this Title. All programs must be provided during the school day.					

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



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

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.



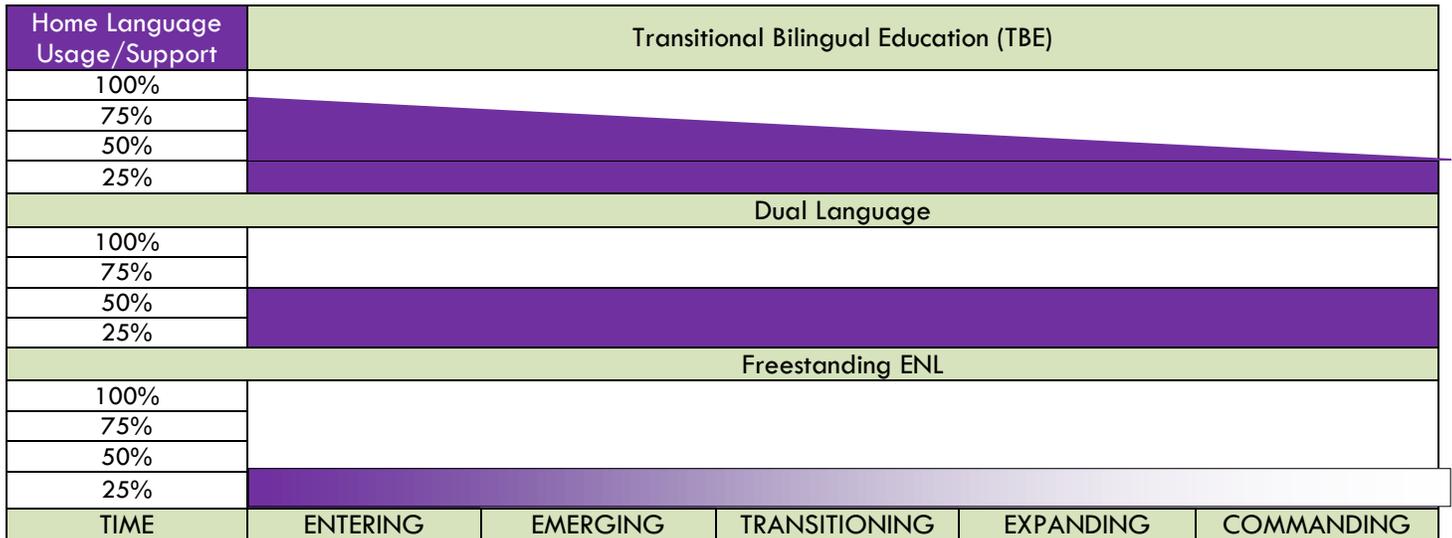
*Note: “other approved services” does not apply to New York City at this time.

Chart

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.
Our goal is to move every ELL towards graduation and college-readiness so the interventions and targeted teaching strategies vary from class to class as appropriate. This year LICHS will continue to offer the Title III Saturday Academy from November to June. ELLs will receive instruction focused on Regents preparation and college and career readiness by creating a welcoming environment that intentionally uses instructional techniques proven to work with ELLs and integration of technology in a wide variety of classes: Entering, Emerging, Transitioning and Expanding classes as well as Algebra, Geometry, Global Studies, US History, Living Environment, and Earth Science. LICHS will also provide ELLs the opportunity to participate in a Spring Break Intense Vacation Academy where students will receive instruction in ELA, Algebra, Global Studies, US History, and Living Environment during four days, four hours each day. This academy will provide students with strategically planned skills based lessons in preparation for the June Regents examinations. LICHS will provide additional targeted intervention to SIFE and Long Term ELLs pending the allocation of OELL SIFE-LTE grant funds. We will provide students the opportunity to take a NLA reading circle class for our Spanish NLA SIFE students. The class will meet after school, five hours per week during the spring. In addition, LICHS will provide targeted intervention to all ELLs via ELT (Extended Learning Time) programs such as Breakfast and Books before students schedule during periods 0, 1, and 2, and Lunch and Learn during students lunch period. Also, LICHS will continue providing tutoring through the SLCs, on Wednesdays. Our Commanding students are provide with 2-3 periods a week of Lunch and Learn with a certified ESL teacher to support whatever language acquisition needs have arisen from there newly-establish proficiency levels.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
23% percent of our ELLs scored Commanding on the 2015 CCLS NYSESLAT administration (Active and Discharged) compared to 19.5% who scored Proficient on the 2014 NYSESLAT administration. Moreover, 51% moved up 1-3 levels compared to the 2014 NYSESLAT scores. More than half of our ELLs moved up one level and other moved within each level. There is an need to continue to improve our preparation of ELLs for the Regents exams required for graduation. Because these exams have enormous literacy demands, these results align with the NYSESLAT data which shows that our students need to further develop their reading and writing skills. However, we have been able to target and provide additional support to students who need to pass Regents examinations required to graduate with Title III Saturday Academy and Title III Summer Program. 13 out of 32 (41%) of our current seniors have passed the ELA Regents. Five students are in the 55-64 range, one student who entered in March 2015 has not been tested and 13 students have scored below 55. 47 out of 130 or 36% of our current ELLs in the 10th -12th grades have passed a Regents in mathematics; that includes 19 out of 32 (59%) of our ELLs currently in the 12th grade. 27 out of 130 (21%) of our current ELLs in the 10th-12th grade have passed a Regents in science; that includes 10 out of 32 (31%) of our ELLs currently in the 12th grade. 15 out of 58 (26%) of our current ELLs in the 11th-12th grade have passed the Global History Regents; that includes 10 out of 32 (31%) of our ELLs currently in the 12th grade. 13 out of 32 (41%) of our ELLs currently in the 12th grade have passed the U.S. History Regents. In addition to the support students receive to pass Regents examinations, LICHS also offers ELLs the opportunity to recover credit by attending the Title III ELL Summer Program.
12. What new programs or improvements will be considered for the upcoming school year?
LIC HS will offer a Spanish Dual Language Program for the first time this year. Students will have the opportunity to learn content area material in both English and Spanish. In addition, we are expanding the use of Achieve 3000 to all ELLs with the opportunity to accelerate reading and writing in their home language and English via the purchase of 250 Achieve3000 licenses. Improving and expanding the integration of technology in all ELL classrooms is a major goal for the current and upcoming school years. This year LICHS has made available three smart boards for the Global Languages Academy. Also, a new iPad cart with 34 iPad minis and 18 iPad minis to supplement our existing iPad mobile cart were purchased this year to improve instruction of ELLs. In addition, with the school's server upgrade, LICHS will be able to initiate the use of the Rosetta Stone software purchased with the previous year's OELL SIFE-LTE grant funds in English, Spanish, Chinese, Italian and French
13. What programs/services for ELLs will be discontinued and why?
LIC HS no longer has enough parents choosing the TBE Spanish program to justify its existence. With permission from Milady Baez, we established a dual language program starting with Freshmen this year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
In academic year 2012-2013, LICHS adopted a school wide Smaller Learning Communities (SLC) model. This new school model affords all students, including ELLs, the opportunity to have equal access to all four SLCs. Returning LICHS ELLs select their preferred SLC in March of 2012. Most ELLs chose the Global Languages SLC. However, a significant number of upper classmen chose other SLCs. Incoming ELLs are placed in the Global Languages SLC in order to ensure all CR Part 154 compliance are provided to newly arrived ELLs; students may choose to stay or transfer to a different SLC for the following academic year. All ELLs, including ELL-SWDs, have equal access to all programs offered at LICHS. ELLs who express interest in Advanced Placement subjects, have access to the school's wide range of 26 AP courses. Currently, we have ELLs in most AP classes. We provide ELLs the opportunity to enroll in AP courses in order to offer them the rigor of instruction that will enable to be better prepared for post-secondary life. Also, LICHS offers a wide variety of physical education "selectives" including swimming and gymnastics, as well as a great number of team

sports, including fencing. We also have an extensive number of art and music electives. In addition, all ELLs have equal access to all clubs and Extended Learning Time opportunities such as Breakfast and Books, Lunch and Learn, and Saturday Academy. In addition, our CBO's Elmhurst Hospital provides emotional and health care for ELLs and the 21ST Century program incorporates ELLs in a drama program and other afterschool activities that include tutoring and socio-emotional support.

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.

This year LICHS has made available three smart boards for the Global Languages Academy. In addition, a new iPad cart with 52 iPads was purchased this year to improve instruction of ELLs. In addition, with the school's server upgrade, LICHS will be able to initiate the use of the Rosetta Stone software purchased in English, Spanish, Chinese, Italian, French, and Latin. All teachers in the Global Languages SLC have access to the ELMO projector, LCD projectors, laptop cart, MacBook cart, Lenovo netbook cart, and audiovisual equipment. These are used in the ELL classroom on a regular basis with the program Achieve 3000. The Milestones textbook series has an interactive technological component which requires the use of computers in the classroom, and we will use Rosetta Stone with our students. RIGOR materials including on-line materials and materials on a CD-ROM and Read Aloud books are incorporated into the CCLS argumentation unit for ESL beginner and SIFE students. LICHS has content area libraires and glossaries in each classroom and 250 Achieve3000 licenses that provide each student with access to this program. In addition, all ELLs have access to Castle Learning, word for word dictionaries, bilingual dictionaries.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

In the Dual language program, there are 22 students in the program. 20 are EPs. There is one HLA class for this group taught by Ms. Correa-Baer. There is only one class and all students are freshmen. This is a class that meets 5 days a week for 45 minutes. In the ESL only program, Spanish speakers are provided with a Spanish HLA class taught by Ms. Arttime and Miriam Agudelo. There are 5 levels. The level one and two are for students with literacy issues in Spanish as measured by the Spanish Lab and the school placement exam. Level three is for students on grade level in Spanish. These students continue on to AP Spanish Language and AP Spanish Literature. Students who start out in the first two levels of HLA also have a chance to take AP Spanish in their fourth year or earlier if they progress more rapidly. Each year an assessment is done to ensure proper placement of students occurs.

All the teachers of ELLs received professional development in "Translanguaging" from Associate Research Investigators from the CUNY Graduate School. Teachers received intensive coaching on how to use the students' home language to support instruction. Teachers group students with "Translanguaging" theory in mind. In the Freestanding ESL program, students have access to bilingual glossaries and bilingual dictionaries and can work with other speakers of their home language in class. There will also be school-wide fine tuning of the SIOP model (Sheltered Instruction Observation Protocol) by Principal Selenikas during the Wednesday 90 minute PD for all teachers. This training has been done previously; however, there is a need to review and strengthen these skills. Depending on the population of the sheltered English content courses, additional home language materials, such as classroom libraries and bilingual textbooks, are introduced as available and appropriate. Spanish-language texts are provided on a number of reading levels in science and social studies. In addition, the Spanish NLA classes will improve reading and writing by utilizing Achieve3000.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

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).

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

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- 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.
- 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)?

The Dual Language Program is self-contained. 50% of the instruction is in Spanish and 50% of the instruction is in English. We currently have 22 EP in the class and 2 ELLs. We are seeking to recruit ELLs from the over-the-counter students. Students receive the same ENL/ELA classes as the ENL only students. Fernando Villegas teaches Dual Language CCSS Algebra. Both languages are taught simultaneously. In addition, Crista Correa Baer teaches a dual language Spanish class. This class is wholly taught in Spanish. In review the 8th grade ELA scores of the students in the dual language program, we found that most students were either high ones or low two on the 8th grade ELA exam. Their Spanish Lab scores place the majority of Spanish dominant students in the second quartile. These students literacy level are low in both languages. There is an HLA class to strengthen Spanish skills and there is also a ELA class with both an ENL and ELA licensed Teachers (Lenore Smith ENL and Kimberly Thorsen ELA). This class uses Achieve 3000 software to address literacy in both languages. Ms. Correa-Baer is the HLA teacher and she uses Achieve 3000 to support non-fiction reading in all the content areas. The ENL and ELA teachers use Achieve 3000 to support ELA in all the content areas. This program provides a monthly measure of the students' individual progress in reading in both languages. Algebra, US History and Chemistry and health are taught as dual language course with the curriculum divided into 50% Spanish and 50% English. Students are in classes taught wholly in English. These are physical education, art, and ELA. The Spanish HLA class is taught wholly in Spanish.

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.)

Our school's Small Learning Communities allow for a majority of the population of current ELL students and bilingual students to be housed in an academy with two strands-Language, Media Arts and Technology and Language, Hospitality and Tourism. This academy structure allows content and language support staff serving our ELL population to be programmed for periods of common planning. Common Planning Time is daily This common planning time allows the Lead Teacher for the Global Language Academy, Leonore Smith, to deliver in-house professional development to content and language teachers directly involved in the instruction of our ELL population. This in-house PD is supplemented by supports from external organizations. In addition, each Wednesday, there are school-wide PD during the time set aside for teacher PD. These PDs are used to support the school-wide literacy program promoted by the Renewal Schools. It is called WITSi and it focuses on language development through learning of language structures that promote higher order thinking. During the summer, teachers and administrators from the SLC attended the High Schools that work summer conference and focused on break-out sessions targeting ELL supports and strategies. These sessions were attended by ENL and content teachers of ELLs. At the HSTW conference, teachers worked together to create cross content unit plans on the theme of identity in order to allow students to transition into the academy structure. Guidance Counselors, bilingual teachers, ISS teachers and ENL teachers are part of all school-wide PD. Leonore Smith, the ENL Lead Teacher, is one of the teachers who is trained to turnkey WITSi and other initiatives. The school-wide literacy focus is to "Write to the task." All teachers are part of the training that supports this work in the classroom. APs are trained by the Principal in frequent walkthroughs to look for evidence that ELLs, ISS and Gen Ed students in all classes are participating in "writing to the task" activities." Additionally, ESL and content teachers attended the AVID Summer Institute in Philadelphia. Two ESL teachers, Chrisa Kenny and Leonore Smith, the UFT Teacher Center Coordinator, Stella Cariagiorgis, and Lead Teacher for the Academy of Humanities and Urban Culture, Brooke Nixon-Friedheim were in attendance, along with Alison Gozzi, Special Education teacher serving as a co-teacher for ENL students, and two general education Social Studies and English teachers. The Global Languages Academy Lead Teacher, Ms. Smith also attended the National Academy Foundation Summer Conference in Washington DC and the High Schools That Work, SREB Summer Institute in New Orleans with the goal of sharing the strategies from these institutes with content and language staff at the school through in-house PD. In addition, LICHS will continue providing staff professional development by department APs every Wednesday. In order to implement the new teaching effectiveness system, Assistant Principals of supervision will deliver professional development on the critical attributes of the four domains of the Danielson Framework for Teaching, every other Wednesday. Teachers will also have the opportunity to engage in professional conversations around teacher effectiveness with Lead Teachers on the first and third Thursday of each month during common planning time. Spanish bilingual School psychologists Andre Flores and Mildred Mero receive PD through their District 30 supervisors. Occupational therapist Giuseppe Onorato and physical therapist David Tagle receive PD through their District 75 supervisors. When these part-time employees are in the building on Wednesdays, they attend the school-wide PD that includes support for "writing to the task", WITSi and SIOP. On Chancellor's day, the secretaries and Parent Coordinator attended school-wide PD sponsored by Central.
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?

Vivian Selenikas, Principal, will provide SIOP training for all staff on three PD days this year. This is a refresher course for those that have been trained and an introduction to the new teachers on staff. High Schools That Work will continue providing PD to the content and language teachers on reading-to-learn strategies, critical reading skills, and on the Literacy Design Collaborative module models for lesson development aligned to the City-Wide Instructional Expectations and Common Core State Standards in writing and reading. All content, NLA teachers, and ESL teachers directly involved with ELL instruction have received a three day intensive training in the SIOP model thanks to a grant LICHS received from the Rockefeller Foundation and through HSTW. The Lead Teacher has surveyed the team of content and language teachers and has identified areas of need for further PD on components of the SIOP model that can be adopted by content teachers. The content Assistant Principals will continue to monitor content teachers working with ELLs in sciences, math, and social studies for compliance with Jose P. In addition, LICHS will utilize SIFE-LTE grant funds to send ESL teachers to OELL professional development opportunities related to addressing the high demands of the Common Core Learning Standards on our ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

There is a two day orientation for incoming Freshmen the week before school opens. Students learn about school academic life from content area APs and spend time in organized Physical Education activities to help them get active and socialize with other new students. All content and language teachers implement identity themed units of study for the first ten days of the school year to build community and assist students with the transition to high school from middle school. Additionally, Lead Teachers, Leonore Smith, Halina Miltakis, Brooke Nixon-Friedheim, Elisa Mueller, and Zaharoula Skulikidis, as well as AVID trained teachers Brett Baron-Marionetti and Stella Cariagiorgis host a three-day Freshman Orientation Boot Camp to introduce new students to the building, the staff, and support programs available, as well as providing lessons on note taking skills and academic expectations. AVID continues to expand at the school and strategies have been shared with staff at PD sessions. The 9th grade academy offers students behavioral supports and provides explicit lessons on the transition to high school through their AVID advisory courses.

4. 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.

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

C. Parental Involvement

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

The BESIS Coordinator, Fernando Villegas, will be responsible for setting up one meeting year for each ELL with ELL parents and their teachers. An effort will be made to use common planning time for the meetings; however, some teachers may need to be covered to attend. He will create an annual calendar in which all students have a meeting. He will set up the meeting by notifying all parties that need to attend. He will also ensure that a translator is provided either in-house or from the Translation unit. He will provide, in consultation with AP Scalera, a form to those attending the meeting to document the conversation and a sign in sheet. He will also collect the documents at the end of the meeting and file the information with other compliance documents kept for each ELL.

Either AP Scalera or AP Mesidor will attend along with AP Brief if the student is ISS. At least two teachers of the student (optimally the ENL or ELA teacher and a content area teacher) will attend along with the SLC Guidance Counselor. Teachers will be responsible for student data and student work to be discussed. Both the student and a parent/guardian will be invited and a translator will be brought in if needed. The meetings will discuss attendance, progress toward graduation, socio-emotional issues, and concerns raised by the parents. The AP attending the meeting will bring issues raised in these meetings to cabinet when appropriate for further discussion and action planning.

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.

The BESIS Coordinator, Fernando Villegas, will provide those meeting with a form to guide the discussion. He will collect the students data provided by the teachers, the discussion form, the sign in sheet and any other significant materials and file them with the students' other compliance documents in the BESIS office.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of LICHS students, including parents of ELLs, are invited to the monthly Parent Association Meetings and interpretation is provided. Parents receive a newsletter created by the school's Parent Coordinator, Crisa Ignatiadis describing various events during the academic school year. This newsletter includes Spanish translations and is uploaded to the school web site. School events such as workshops, available tutoring, report card distribution, college informational and financial aid sessions, and Parent Teacher Conferences are announced in the parent newsletter. In addition, parents can view their children's performance and attendance on the online program Skedula and Pupil Path, our new electronic grading platform. The parent coordinator provides parents with the Pupil path link and , access code, and password. Parent coordinators are available from 8:00 am to 3:00 p.m. Monday to Friday in room 185. This year we have added Skedula, an online student information system which provides parents with up-to-date data regarding their child/children. Freshmen parents received their password at Freshmen Orientation and other students received their password and their parents passwords when they received their program cards on the day before school opened.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? St. John's University's Gear Up program invites the parents of participating ELLs and former ELLs to events throughout the academic school year such as college application process workshops, financial aid/filling-out the FAFSA form workshops, campus visits. The Leadership Program/21st Century Grant provides facilitators for workshops specifically on topics that the parents have requested such as how to read students' report cards and transcripts, how to use Jupiter Grades, high school graduation requirements, how can I help my child succeed in high school, and preventing bullying. We have also purchased an electronic interpretation system that can allow us to translate all parent meetings into 3 languages (Spanish, Bengali and Arabic). We have Flor Carpio, Spanish teacher, who can interpret in Spanish, a parent Mohamed Hossain who can interpret in Bengali and Ramy Nasr, math teacher who can interpret in Arabic.

5. How do you evaluate the needs of the parents?

During Parent Association Meetings, parents are asked to suggest future workshop topics that will meet their needs. The Parent Coordinators are also available to parents by phone and in person to discuss any concerns. In terms of the parents of newly admitted ELLs, the in-take process allows the ESL department to gather information about their specific needs and how we can best support them. A resource we have identified to help meet the specific needs of new immigrants is the book, "The NY Times Guide for Immigrants in New York City" written by Joan Nassiver in partnership with The Lower East Side Tenement Museum. Currently we do not have a particular form to gather parents' needs. However, a parents needs assessment survey will be created by the parent coordinators to inform LICHS' parental involvement activities parents will be most interested in attending in the next school year. We have also purchased an electronic interpretation system that can allow us to translate all parent meetings into 3 languages (Spanish, Bengali and Arabic). We have Flor Carpio, Spanish teacher, who can interpret in Spanish, a parent Mohamed Hossain who can interpret in Bengali and Ramy Nasr, math teacher who can interpret in Arabic.

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

Many of the parents of our ELLs are unfamiliar with NYC graduation requirements and the college admission process in the United States. The school's College Office invites parents to three major college informational events during the academic school year: a College Fair in October, a Financial Aid Night in December and a College Information night to target juniors (11th graders) and their parents in the spring. In addition, the College office provides support to students and families through CUNY and SUNY admission process, completion of the FAFSA form, and in taking advantage of scholarship opportunities. Through the Title III grant, the ESL department has been able to provide other college-related activities specifically for ELLs and their parents. For example, parents have accompanied their children on ESL visits to college campuses. At the high school level, one of the workshop LICHS has offered to parents was how to communicate with your child's school. Through The Leadership Program/21st Century Grant, the ESL department has offered specific workshops for the parents of ELLs. We have also purchased an electronic interpretation system that can allow us to translate all parent meetings into 3 languages (Spanish, Bengali and Arabic). We have Flor Carpio, Spanish teacher, who can interpret in Spanish, a parent Mohamed Hossain who can interpret in Bengali and Ramy Nasr, math teacher who can interpret in Arabic.

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.

Paste response here:

Part VI: LAP Assurances

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

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Vivian Selenikas	Principal		9/15/15
Vronski Mesidor/Diana Scalera	Assistant Principal		9/15/15
Crisa Ignatiadis	Parent Coordinator		9/15/15
Leonore Smith/ESL Lead Teacher	ENL/Bilingual Teacher		9/15/15
Anita O'Brien/PTA President	Parent		9/15/15
Maria Rodriguez/AP Science	Teacher/Subject Area		9/15/15
Fernando Villegas/Math	Teacher/Subject Area		9/15/15
	Coach		
	Coach		
Cindy Orbegoso	School Counselor		9/15/15
Michael Alcott	Superintendent		9/15/15
	Borough Field Support Center Staff Member _____		
Diana Scalera	Other <u>AP Administration</u>		9/15/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **30Q450**

School Name: **Long Island City High School**

Superintendent: **Michael Alcott**

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 used the ATS reports RHLA, RPOB and RAPL to determine the distribution of languages spoken by the parents of our ELLs and of our total population. Parents fill out a "Blue Card" every year with contact information that includes the preferred language of communication. This card is stored in the Nurse's office and used in case of emergency. This information is collected by the pupil accounting secretary, Calo Downing, on intake and updated regularly. All students have information entered. A copy of the report is sent to the Assistant principals to share with the departments and their Small Learning Communities. It is also shared with the AP ISS Brief and AP PPS to ensure that all service providers have access to this information.

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.

There are a total of 3640 individual whose preferred language is listed in our RAPL. Many students have multiple entries. The largest group is English. There are 1,742 individuals who chose English and 1,431 who chose Spanish. Individuals who chose a particular spoken language also chose the same as the written language. The spoken and written languages are: American Sign Language, Albanian, Amoy, Arabic, Armenian, Belorussian, Bengali, Burmese Cantonese, Chinese, any, Dari/Farsi/Persia, Estonian, French, German, Greek, Gujarati, Haitian Creole, Hausa, Hindi, Indonesian, Italian, Japanese, Korean, Mandarin, Nepali, Pashto, Filipino, Polish, Punjabi, Spanish, Tamil, Tibetan, Urdu, and Vietnamese and.

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 are mandated to translate all documents into Spanish. There are more than 49% of the students who speak Spanish as a home language in our school. We are required to translate all information shared with students and families into Spanish. All other languages in the school have less than 2% of the population. All mailings to parents are translated into Spanish and English. These include notices that are sent home, backpacked or uploaded to Pupil path. These include but are not limited to: the parent newsletter, PTA meeting notices, invitations to the Community Schools evening, invitation to the ELL Celebration of ENL students who tested out, notices of special testing program (SAT day, Performance Task testing, invitations to the college fair, and to the high school orientation for prospective students. The following staff members provide translation and interpretation in preferred languages: Spanish: (Mr. Villegas, Math teacher), Arabic (Riham Gendy, paraprofessional), Bengali (Selina Manick, paraprofessional), Hindi (Ms. Shah, math teacher), French (Veronica Nigai, school aide), Spanish (Ms. Perez, bilingual parent coordinator; Lucia Prete, (school secretary), Urdu (Raj Chadha, paraprofessional. We have staff members who are able to translate for parents. These teachers are paid per session. All communications with ELL parents are sent out in at least Spanish and English. All mandated letters are sent to parents in the DOE supported languages. If there are translated model documents, we send out those letters in all the DOE supported languages using the model documents with LIC letterhead. Also Mr. Villegas posted on the school's website information from the DOE web site regarding access to the translation unit. Our school also has a web site that contains all information provided to the families of our students. The LIC HS web-site contains Google translate app in order that parents are able to view all information in their preferred language. Each staff member has been informed to call the translation unit when there is a need at 718 752-7373 during Parent Teacher Conferences if necessary. Some of the documents that are provided in Spanish translation are all the intake documents for new students, mandated letters to parents that are in translation on the DOE website, invitations to meetings, phone messenger messages to announce activities and events and all documents on our website. In addition, the school uses the online students information system Pupilpath to communicate with students and families. The information on this interface is translated into the preferred language of the family including lower incidence languages. In addition the school has purchased an electronic interpretation system that can allow us to translate all parent meetings into 3 languages (Spanish, Bengali and Arabic). We have Flor Carpio, Spanish teacher, who can interpret in Spanish, a parent Mohamed Hossain who can interpret in Bengali and Ramy Nasr, math teacher who can interpret in Arabic.

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.

There is staff member in the attendance office who speaks Spanish, Portuguese, Italian and English . The following staff member provide translation and interpretation in the parent's preferred languages when needed during the school day: Spanish: (Mr. Villegas, Math teacher), Arabic (Riham Gendy, paraprofessional), Bengali (Selina Manick, paraprofessional), Hindi (Ms. Shah, math teacher), French (Veronica Nigai, school aide), Spanish (Ms. Perez, bilingual parent coordinator; Lucia Prete, (school secretary), Urdu (Raj Chadha, paraprofessional). In case that no staff member is available, the translation unit is called at 718 753 7373 press "4" to request over-the phone interpretation. Guidance counselors have become fluent in using the interpretation services. Teachers have receive PD from their APs in how to use the translation and interpretation unit and have access to the phone number during Parent Teacher conferences. Teachers are given this information anew during the planning of the Parent teacher conferences. In addition the school has purchased an electronic interpretation system that can allow us to translate all parent meetings into 3 languages (Spanish, Bengali and Arabic). We have Flor Carpio, Spanish teacher, who can interpret in Spanish, a parent Mohamed Hossain who can interpret in Bengali and Ramy Nasr, math teacher who can interpret in Arabic. Our school has multiple resources (in-house staff) and availability to the translation unit to provide all parents with the translation resource they need. All staff members have been trained to use these services and are encouraged to use them whenever necessary.

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.

We are mandated to provide translation in Spanish of all school documents because we have more than 10% of our population who speaks Spanish. All communication with parents will be translated into Spanish by an in-house staff member Flor Carpio, a licensed Spanish teacher. We can also target special populations for particular services. We are planning to provide our Arabic and Bengali speaking parents with a translation into those languages from the translation unit. We also use documents that are already translated on-line (various parent letters for ELLs) whenever available and necessary. We are planning to work this year with the CBO New York Immigration Coalition to provide South Asian families with an informational workshop on "You Can Go to College!" This meeting will target South Asian families who understand Bengali or Urdu. Mailings will be translated by the translation Unit and sent to families. Culturally appropriate snacks were provided. We will seek out other CBOs who can serve our families who speak less commonly spoken languages. In addition the school has purchased an electronic interpretation system that can allow us to translate all parent meetings into 3 languages (Spanish, Bengali and Arabic). We have Flor Carpio, Spanish teacher, who can interpret in Spanish, a parent Mohamed Hossain who can interpret in Bengali and Ramy Nasr, math teacher who can interpret in Arabic. Our school has multiple resources (in-house staff) and availability to the translation unit to provide all parents with the translation resource they need. All staff members have been trained to use these services and are encouraged to use them whenever necessary.

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.

We have teachers who are paid per session to interpret for parents. If there is a during the school day, teachers classes can be covered if necessary. If there is a language other than Spanish or other language, we can call the translation unit at 718 752 7373 to request an over the phone interpreter by pressing "4" or request an on-site interpreter -press 3 .

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.)

As part of the school-wide mandated professional development for teachers, there will be a training of staff for when translation is needed and how it will be provided. This will be done during mandated PD time. Staff will be given the Translation and Interpretation ID Guide, Language Plam cards via email and at staff meetings.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

We provide each parent with the Parents' Bill of Rights during monthly PTA meetings, ELL Parent informational sessions twice a year, Freshmen Academy Parent Informational meetings and Open School Night. Right & Responsibilities are also displayed outside the Parent Coordinator's Office in Spanish and made available to every parent in the covered languages. In the Parent Coordinator's Office room 128, there are hard copies of this document in all the covered languages and they are offered to parents, especially during their first visit to this office.

- We will have printed and posted the signs that are available on the DOE web site to welcome parents to the school, notify them of their rights and responsibilities, and to identify rest room facilities.
- Per Schools' Safety Plan: If a parent or visitor does not speak English, the SSA or staff member uses the language chart to determine the language the individual is speaking, and then attempts to locate a translator within the building by contacting the main office. If a translator is not present within the building, the SSA or staff member on duty should escort the individual to the main office, where a school representative should contact the DOE's Translation and Interpretation Services Unit at 718 752-7373 to request telephone translation.
- Parents are made aware of the NYCDOE web site to obtain translations of documents and provide them to parents in a timely manner. In addition, all school documents on the Flushing website can be translated by Google Translate with the link on the web site.
- Spanish is the only language other than English in which there are more than 10% of the parents who speak this language. Our information posters are in Spanish in and around the Parent Coordinators office.

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)

Diana Scalera is the Language Access Coordinator. The Parent Coordinator Crisa Ignatiadis will have monthly walkthroughs of the building to ensure that all information is posted properly. The Parent Coordinator is also responsible for interfacing with the Translation Unit for written translations. She will keep a log of each translation that is done. She will also receive training in what the translation needs of the school are and will alert the LAC if a documents are being sent out to parents without the proper translation. We are planning to schedule a focus group parents, once our translation equipment arrives, inclusive of all cultures an languages in your school to gather feedback and best practice for reaching all parents in their preferred langauges.