2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):
02M550

School Name:
LIBERTY HIGH SCHOOL ACADEMY FOR NEWCOMERS

Principal:
RHONDA HUEGEL
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

| School Name: | Liberty High School Academy for Newcomers |
| School Number (DBN): | 02M550 |
| BEdS Code: | 310200011550 |
| Grades Served: | 9-12 |
| School Address: | 250 WEST 18TH STREET New York, NY 10011 |
| Phone Number: | 212.691.0934 |
| Fax: | 212.727.1369 |
| School Contact Person: | Carolina Velasquez |
| Email Address: | cvelasquez2@schools.nyc.gov |
| Principal: | Rhonda Huegel |
| UFT Chapter Leader: | Indira Sepulveda |
| Parents’ Association President: | Felix Pena |
| SLT Chairperson: | R. Huegel |
| Title I Parent Representative (or Parent Advisory Council Chairperson): | Alba Barrios |
| Student Representative(s): | Amadou Diallo |
| Ronelingles |
| CBO Representative: | Catholic Charities / Gina Limbal |

District Information

| Geographical District: | p2 |
| Superintendent: | Paul Rotondo |
| Superintendent’s Office Address: | 198 Forsyth Street New York, New York 10002 |
Superintendent’s Email Address: PRot ond @sc hool s.nyc .gov
Phone Number: 646.654.1261 Fax: 212.432.8035

Field Support Center (FSC)

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<thead>
<tr>
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<tr>
<td>FSC:</td>
<td>Executive Director:</td>
</tr>
<tr>
<td></td>
<td>333 Seventh Avenue, 8th Floor New York, NY 10001</td>
</tr>
<tr>
<td>Executive Director’s Office Address:</td>
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<tr>
<td>Executive Director’s Email Address:</td>
<td><a href="mailto:Ychu@schools.nyc.gov">Ychu@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>646-470-0721</td>
</tr>
<tr>
<td>Fax:</td>
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Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhonda Huegel</td>
<td>*Principal or Designee</td>
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<td>Índira Sepulveda</td>
<td>*UFT Chapter Leader or Designee</td>
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<td>Felix Pena</td>
<td>*PA/PTA President or Designated Co-President</td>
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<td></td>
<td>DC 37 Representative (staff), if applicable</td>
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<td>Alba Barrios</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>Catholic Charities / Gina Limbal</td>
<td>CBO Representative, if applicable</td>
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<tr>
<td>Jesse Beagan</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Stephanie LaMoriello</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Lesly Hernandez</td>
<td>Parent</td>
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</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
<td>Daysi Davila</td>
<td>Parent</td>
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<td>Rinel Ingles</td>
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<td>Amadou Diallo</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

In accordance with the requirements of Chancellor’s Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans that align with
the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

**The Six Elements of the Framework for Great Schools**

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

**The Quality Review and the Framework for Great Schools**

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

**NYCDOE’s Quality Review (QR)**

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

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.

- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.

- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

1. What is your school’s mission statement?

Liberty High School Academy for Newcomers is a small learning community, located on 250 West 18th Street in New York City. We serve new immigrant students or students who still require English acquisition in grades 9 through 12. We are dedicated to educating students of diverse cultural and academic backgrounds, as they make the transition to
the American educational system. We provide a safe and nurturing environment for students to focus on acquiring English as an additional language while celebrating student diversity.

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

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Liberty High School was originally established in 1986 as a one-year, ninth grade only, alternative transitional Bilingual/English as a Second Language (ENL) Program. Under Elementary and Secondary Education Act, Liberty was transformed into a four year high school with a stand alone ENL program and several bilingual programs: Polish, Chinese and Spanish. Liberty’s first graduation was in 2006. As the bilingual demand decreased, funding for these programs became a challenge and finding qualified teachers became challenging, Liberty transitioned to a stand alone ENL program in 2013. This has allowed the school to focus and develop a comprehensive after school program, Saturday Regents Program and self funding summer program for our students.

3. Describe any special student populations and what their specific needs are.

Liberty High School is a small transfer school. We have no admission requirements, we only mandate that our students are new or recently arrived to the country and are English Language Learners. Currently, 26% of our students are in temporary housing, 42% of our students are over aged and under credited (OAU), and 16% of our students are students with interrupted education (SIFE). Each subset requires a different need. The students in temporary housing need social and emotional support for the issues that led to them losing permanent housing. Liberty's OAU population needs credit bearing classes after school and during the summer. The SIFE students need basic literacy skills. Over the past year and moving forward Liberty continues to assess and adapt our program by adding a health clinic partnership, additional guidance counselor and a partnership with NYU Social program for an additional counselor. Liberty continues to offer an after school program for credit two days a week and Liberty added a Literacy Coach to assist with students and teachers professional growth in this area.

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

During the 2017-2018 school year, Liberty High School Academy for Newcomers made the most progress in the following areas: College and Career Readiness as it relates to 5A and student enrichment through our Title III Grant from the Office of ELLs as it relates to 5B. Liberty High School offered three Advanced Placement Courses through our partnership with the Office of Access and Equity: AP English Language and Composition, AP Spanish Language and Culture and AP US History. As we continue our work during the 2018-2019 school year, Liberty’s focus will continue around 5A Rigorous Instruction in order to make gains on the School Quality Snapshot College and Career Index. To that end Liberty will add three more Advanced Placement courses for our students, AP English Literature, AP Psychology and AP Environmental Science. The school will continue to support the Robotics program and lunch time peer tutoring program. Students in the tenth and eleventh grades made college visits and took PSAT and SAT during the regular school day. There has been a marked improvement in SAT Verbal scores as result of the school's focus on academic vocabulary acquisition. Students identified as "at-risk" were identified for teacher mentoring after school on every Tuesday. During the 2017-2018 school year, Liberty's Title III Grant was instrumental in creating a supportive environment (5B) for our students and staff. The funding was used in a variety of ways that benefited our students throughout grade levels. For example, students were offered morning tutoring writing with several ENL teachers and Bilingual teachers in Social Studies and Mathematics. The Grant also funded a robust after school program for our students supporting rigorous instruction (5A). The Science and ENL Departments partnered and offered the students a course called Discovery and Investigations. The class offered students a hands on approach using experiments for
inquiry based teaching. The students were offered several ARTS options through the grant. For example, the Grant was able to continue our partnership with The Kitchen a theater arts production company in Manhattan.

As Liberty continues to focus on 5A the entire staff will work on 5C Teacher Collaboration. This key area of focus will increase the staff’s understanding of the Teacher Framework and norm our understanding of Effective Instruction. This work will continue through Learning Walks in which all teachers will inter-visit each others classroom once a term to provide actionable feedback to their colleagues. Learning Walks will also provide progress monitoring for our work around vertical alignment in our teacher teams that cycle for five weeks, five times a year. Specifically, teacher collaboration needs to improve in the Mathematics and Science Departments to improve Algebra, Earth Science and Living Environment scores on NYS Regents exams. ENL teachers can provide actionable feedback to subject department colleagues to improve their delivery of academic vocabulary and ENL strategies to increase student outcomes.
### School Demographics and Accountability Snapshot for 02M550

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<td># Drama</td>
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<td># Foreign Language 2</td>
<td># Dance</td>
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#### School Configuration (2018-19)

- **% Title I Population**: 76.0%
- **% Attendance Rate**: 84.2%
- **% Free Lunch**: 78.8%
- **% Limited English Proficient**: 81.3%
- **% Students with Disabilities**: 3.5%
- **% Black or African American**: 24.4%
- **% Asian or Native Hawaiian/Pacific Islander**: 10.8%
- **% Multi-Racial**: 0.7%
- **% Multi-Racial**: 11.0%

#### Racial/Ethnic Origin (2018-19)

- **% American Indian or Alaska Native**: 0.7%
- **% Black or African American**: 24.4%
- **% Hispanic or Latino**: 53.2%
- **% Asian or Native Hawaiian/Pacific Islander**: 10.8%
- **% Multi-Racial**: 0.7%

#### Years Principal Assigned to School (2018-19)

- 5.06

#### % of Teachers with No Valid Teaching Certificate (2014-15)

- 4%

#### % Teaching Out of Certification (2014-15)

- 24%

#### Average Teacher Absences (2014-15)

- 2.7

#### ELA Performance at levels 3 & 4 (2016-17)

- N/A

#### Mathematics Performance at levels 3 & 4 (2016-17)

- N/A

#### ELA Performance at levels 3 & 4 (2017-18)

- 44%

#### Mathematics Performance at levels 3 & 4 (2017-18)

- 44%

#### Global History Performance at levels 3 & 4 (2017-18)

- 38%

#### US History Performance at Levels 3 & 4 (2017-18)

- 42%

#### Regents Diploma w/ Advanced Designation (2015-16)

- 3.2%

#### % ELA/Math Aspirational Performance Measures (2015-16)

- 15%

#### Overall NYSED Accountability Status (2018-19)

- No Recognition

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

**Elementary/Middle School**

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Science (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

**High School**

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: NO
  - Economically Disadvantaged: NO
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

1. The school’s strength relative to this Framework:
   - All departments work with a curriculum and have developed a pacing calendar for each course. The scholarship report indicates the gap between passing classes and failing NYS Regents Exams is closing. Three classes are US History, Global, and Algebra II the gap is less then 32%.
   - Liberty continues to expand its Advanced Placement offerings with the assistance from the Office of Equity and Access. Five classes will be offered Fall 2018.
   - Teachers have defined academic rigor and have set uniform department grading policies and marking period minimums for assessments and homework.
   - The school using two common rubrics for perseverance and getting started.
   - Each department uses common assessments for mid terms and finals. Teachers use a common rigor metric to discuss the value of the academic tasks.
   - All teachers use the Sheltered Instructional Observation Protocol, (SIOP) method of lesson planning, making sure all lessons have a clear language and content objective that support a learning activity tied to the objectives. Advance Data shows 23 teachers are rated Effective in the Measures of Teacher Practice.

2. The school’s priority needs:
   - Increase reading and writing across classrooms that address higher ordered thinking and promote disciplinary literacy and academic vocabulary.
   - June 2018 Regents results show a need to improve in the following areas: Algebra I, Earth Science and English.
   - Teachers will work in Professional Development groups that are configured by department (50% of time) and interdisciplinary (50% of time) to increase their understanding of vertical alignment across disciplines and support department curriculum adjustments.
   - Develop school wide grading policy and accompanying rubrics to align the school community and address the QR 2.2 Proficient.
   - Structure and formalize teacher inter visitation in order for 100% of teachers to inter visit with each other.
   - All teachers will conduct one Socratic Seminar to facilitate discussion and critical thinking skills.
   - Increase the College and Career Readiness from 17% to 22% on the next school snapshot.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified
priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, there will be a five percent increase in the total number of students passing three Regents exams: English Common Core, Living Environment and Algebra I.
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least four teachers will go to Advanced Placement training over the summer 2018 in order to have a syllabus approved by the College Board by October 2018. At least five Advanced Placement courses will be offered Fall 2018 which is two more than Fall 2017.</td>
<td>Lozano, Finkelman, Beagan</td>
<td>July 2018-October 2018</td>
<td>Principal, AP Supervision and AP Coordinator</td>
</tr>
<tr>
<td>All teachers will continue to use the SIOP template with clear academic language and content objectives that are aligned to the differentiated learning tasks to support our ENL population.</td>
<td>All Teachers</td>
<td>Sept 2018-June 2019</td>
<td>Principal, AP of Supervision and Literacy Coach</td>
</tr>
<tr>
<td>SIFE students will be offered literacy and math skills after school on Wednesday and Thursday afternoons. OAUC students will be offered enrichment classes after school that support their literacy and provide an opportunity for students to gain credit in targeted subject areas.</td>
<td>SIFE and OAUC students</td>
<td>15 weeks Fall term 2018 and 15 weeks in Spring term 2019</td>
<td>Assistant Principals and After School Teachers</td>
</tr>
<tr>
<td>Lunch tutoring, after school tutoring on Friday and Saturday Regents Academy (the five Saturdays before exam week) will be offered to SIFE, THS, OAUG and Long Term ENLS students to increase the passing rate for Algebra, ELA and Earth Science by 5%.</td>
<td>Long Term ELLs, OAUC, SIFE and THS</td>
<td>Dec 2017-Jan 2018 &amp; May 2018-June 2018</td>
<td>Per session Teachers, Assistant Principals and Principal.</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

During Open School Night in September, each department will present its requirements for graduation, grading policies and describe the Advanced Placement class offered in their subject/department area. Teachers will use IOS Classroom to input grades each marking period. All students will learn to log on to IOS classroom and access important information from the school's website. The teachers will discuss the need for increased literacy in their home language to benefit English language acquisition. The Literacy Coach will present parents with a checklist of questions to ask their child to facilitate a discussion about school and its importance.

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

Resources leveraged: Scheduling, Per Session, Student incentive resources, and Professional Development time.

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

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<th></th>
<th>Tax Levy</th>
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<th>Title I SWP</th>
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<tr>
<td>X</td>
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<td>PTA Funded</td>
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<td>In Kind</td>
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</tbody>
</table>

Part 5 – Progress Monitoring

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

By January 2019, there will be a 2.5% increase in the number of students earning passing score on three major NYS Regents exams: Common Core English, Common Core Algebra and Earth Science.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Regents results from January and June exams will measure progress towards this goal and the number of students enrolled in Advanced Placement classes.

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

The school's strengths relative to this Framework:

- Catholic Charities will add three youth advocates to our school to mentor students and a social worker.
- According to the School Quality Snap Shot 88% of students say the school provides them with information about college and the enrollment process.
- The College Adviser coordinates college visits. One trip for first year students with the assistance of translators, one trip for seniors and one trip in the spring for third year or fourth years students.
- 100% of the students taking SAT were given an SAT Preparatory book for practice.
- Talk Tech Technology has improved our participation and collaboration at PTA meetings and has increased the number of parents/guardians attending from 5% to 10% monthly participation rate.
- 87% of our students feel safe in the hallways, bathrooms and cafeteria.
- Literacy Coach supports individual students and 12 ENL teachers.
- Students are provided with after school classes for credit recovery, morning tutoring and Saturday Regents Prep.
- School maintains a strong partnership with Heritage Health Clinic and provides CATCH services in the building.
- 33% of Liberty's Teachers have received College Board training.

The school's priority needs relative to this framework:

- Increase the number of College Credits students can earn while in High School from 0 to 2 credits.
- Only 59% of students, according to the School Quality Snap Shot, feel teachers support them when they are upset.
- Liberty will continue its work around the Growth Mindset and the school has applied to attend the Growth Mindset Institute sponsored by the Office of Youth Development which includes teachers and one administrator.
- Students should celebrate cultural diversity and to develop a common purpose and vision for Liberty High School. School will sponsor three events this school year.
- National Honor Society hosts 2 events for new students in the fall and spring semesters.
- Increase the amount and value of feedback on student work products.
- Expand peer lunch time tutoring needs to be expanded.
- School wide peer assessment rubric needs to be developed to further student understanding.
- Literacy Coach will identify illiterate students and work individually with them once a week.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the
identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, the number school wide rubrics used in all classrooms will increase from 0 to 3 to facilitate student understanding of peer assessment, perseverance and getting started in classroom routines.
Part 3a – Action Plan

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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will develop and norm 3 school wide rubrics for our student population: peer assessment, perseverance, and &quot;getting started.&quot;</td>
<td>Teachers</td>
<td>September 2018 - February 2019</td>
<td>Principal, AP Supervision, Teachers</td>
</tr>
<tr>
<td>Catholic Charities Youth Advocates and Liberty's three guidance counselors will work on mentoring students specifically increasing academic perseverance and a growth mindset, recruiting more Hispanic Males into AP classes.</td>
<td>After school Youth Advocates and Guidance, Hispanic Males</td>
<td>Every Tuesday from Sept 2018 to June 2019.</td>
<td>Principal and After School Supervisor, Catholic Charities Director</td>
</tr>
<tr>
<td>Literacy coach will work with SIFE students independently once a week.</td>
<td>SIFE</td>
<td>September 2018 - June 2019.</td>
<td>Literacy Coach</td>
</tr>
<tr>
<td>100% teachers will participate in Social and Emotional Learning Professional Development brought back by teachers trained through the Mindset Institute Grant as well as Professional Development through Social and Emotional Learning Grant.</td>
<td>Teachers</td>
<td>November 2018 and January 2019</td>
<td>Principal, AP</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

During the September 2018, Open School Night, Four Academic Departments will communicate with families how to use IOS Classroom and school website and explain how their department handles academic support and grading during the year. Parents will receive PTA schedule with tentative agendas so they can calendar the events.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Resources leveraged: Per Session hours for 15 Wednesdays and Thursdays for 3-5 teachers. Per Session hours for a supervisor after school. Funding available from PTA. Consultants from Skedula (1) and Echalk (1) and Generation Ready Consultant for 20 visits.

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

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<td>PTA Funded</td>
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<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By January 2019, teachers will use 2 school wide rubrics in their classrooms which they have normed with students and each other.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Feedback surveys from teachers regarding rubrics and usefulness in the classroom. Observable rubrics in classrooms and noted in ADVANCE observation reports.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

The school’s strength relative to this Framework:

- Liberty will have a LTW Partner this school year: Catholic Charities.
- Teachers work in Professional Development teams to examine student work and data, closing instructional gaps and learning gaps for students. Data shows the Measures of Teaching Practice (MOTP) for 23 teachers was rated Effective and 3 teachers’ MOTP was Developing
- All teachers work in Professional Development groups. 50% of the time by department and focusing on vertical alignment. The other 50% is by interdisciplinary groups working on language acquisition.
- All Professional Development workshops are targeted to address the needs of each individual teacher.
- Liberty works with the Office of Access and Equity to train teachers for Advanced Placement Courses. Teachers will also receive professional development through this office.
- Liberty administration coordinated three learning walks.

The school’s priority needs relative to this Framework:

- Increasing the 4+1 diploma options for students, working on Earth Science and Geometry as alternatives to US or Global Regents.
- Increase student attendance at Saturday Regents Prep from 70 to at least 100 students or 25% of the total population.
- Teachers need to provide a clearer understanding of course expectations and structure and its value to the NYS Regents exam.
- Parents need to understand the importance of the after school programs for credit or enrichment, and the overall positive impact on their child's education.
- Liberty will offer two enrichment opportunities on five Saturdays for students not taking regents exams with the help of LTW partner.
- Guidance Counselors in tandem with the school community need to develop a student contract for after school credit bearing classes to increase student participation from 30% to 40% total population.
- School Community members need to impart the difference of opportunity versus expectation for students.
- Learning Walks will be scheduled monthly to enhance teacher's understanding of Danielson Framework.
- Five week cycles will be focused on triangulation of student data to develop a plan and monitoring system by teachers.
### Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 100% of the teaching staff will have participated in at least two learning walks throughout the year which is an increase from 2 teachers or 7% of the faculty last year.
## Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>New teachers will work with Literacy Coach in using the SIOP Framework for ENL students to develop lesson plans.</td>
<td>1 Math Teacher and 1 ENL Teacher</td>
<td>Sept 2018-June 2019</td>
<td>Assistant Principal, 2 Teachers, Literacy Coach and Principal</td>
</tr>
<tr>
<td>Professional Development Committee members and assigned Coach will develop the Learning Walk schedule and keep track of visits.</td>
<td>All Teachers</td>
<td>Sept 2018-June 2019</td>
<td>PD members, Assistant Principal and Principal</td>
</tr>
<tr>
<td>Teachers will review SIOP planning and norm Teacher Framework before instructional visits begin.</td>
<td>All Teachers</td>
<td>Sept 2018</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Parents will learn about course expectations, requirements for graduation and examples of exams both state and school to develop a deeper understanding of rigor and resiliency</td>
<td>Parents, Students, Teachers</td>
<td>Sept 2018-May 2019</td>
<td>Assistant Principal, Principal</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

By June 2019, 100% of the teachers will keep grades electronically and share grades online with students and families.

### Part 4 – Budget and Resource Alignment

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

Resources leveraged: Department Meetings, Professional Development on Mondays (3 sessions), and Other Professional Work time.

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

<table>
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<tr>
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<th>Tax Levy</th>
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<th>X</th>
<th>Title III, Part A</th>
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</table>

2018-19 CEP
Part 5 – Progress Monitoring

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

By January 2019, all teachers will have participated in one Learning Walk and all teachers will have participated in one norming activity around Teacher Framework to develop a deep understanding of Teacher Framework before Advance Observations begin late September 2019.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Feedback given to visited teacher by Learning Walk visitors. ADVANCE data to track effectiveness in 3B, 3C, 3D.

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

The school's strengths relative to this Framework:

- Feedback from teacher observations is given within one day of visit and reports are detailed with evidence as it relates to the rubric and clearly articulates next steps for the teacher. All written reports are given within a week of observation.
- Literacy Coach has assisted 12 teachers and pushes in to assist 8 special education students in their classrooms throughout the day.
- There is a clear focus for the Professional Development cycles and clear calendar of events.
- Two Consultants from Generation Ready worked with 6 different teachers on ENL strategies. Each teacher received a minimum of 6 visits with the consultant which includes observation and feedback/planning session.
- There is a variety of activities for students to choose from during school, after school and summer.
- Talk to Tech Technology has allowed more parent participation and Big Word translators to assist more parents.
- School Quality Snapshot shows 94% of teachers responded positively to questions about effective school leadership.
- School Quality Snapshot shows that 100% of the teachers agree that the principal communicates a clear vision for this school.

The school’s priority needs relative to this Framework:

- The Professional Development Committee needs to survey the staff and develop a plan PD with the Principal.
- The school needs to expand its peer tutoring program developed by Guidance.
- The Parent Coordinator needs to work on assisting parents with strategies and techniques to improve communication with their children around academic perseverance.
- According to the School Survey only 34% of parents were asked to volunteer. Parent Coordinator should work on more opportunities for parents to volunteer or participate in school activities with their children.
- Social Worker should seek opportunities to provide group counseling to parents.
- Teachers need to develop a mentoring program with a small group of students to improve school tone and attendance.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, the Professional Development Committee, UFT Consultation Committee, AP4ALL Committee, Guidance Department, Cabinet and Attendance Committees will have met with the Principal monthly to develop and strengthen the PD Calendar and Plan, School Policies and CEP and focus alignment with school data, this would increase meetings to 10 from 5 times a year.
Part 3a – Action Plan

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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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<tbody>
<tr>
<td>SIFE Students</td>
<td>Sept 2018 and Feb 2019</td>
<td>Guidance Counselors, Assistant Principal, Teachers and Principal</td>
</tr>
</tbody>
</table>

The Guidance Department will expand the peer tutoring program during lunch and after school.

All committee meetings, SLT, UFT, PD, AP4ALL, Cabinet, Guidance, Attendance, MOSL, Student Government etc, will be held regularly between principal, teachers, students and staff members.

Parent Coordinator will provide families with resources to support their child’s social, emotional and academic growth.

Literacy Coach will provide parents with a list of strategies in engaging students in their academic progress and how native language literacy can support English Language Learning.

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<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>Monthly, biweekly, bimonthly September 2018-June 2019</td>
<td>Teachers, Staff, Administration</td>
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<tr>
<td>OAUC Youth</td>
<td>Monthly PTA meetings</td>
<td>Parents, Parent Coordinator</td>
</tr>
<tr>
<td>ELLs</td>
<td>Sept 2018 and May 2019</td>
<td>Literacy Coach, Principal</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

The Literacy Coach will provide two workshops for families that gives strategies on how to discuss school and progress. Teachers involved in mentoring will contact families. Teachers making weekly calls will invite students and inform families about mentoring and peer tutoring, and inform parents about after school opportunities. Open School Night all departments will present information regarding homework help, Saturday Regents prep and peer tutoring.

Part 4 – Budget and Resource Alignment

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

Guidance Counselors will implement an advisory program to support students. After school will include peer tutoring, per session hours to support Guidance Counselor.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
### Part 5 – Progress Monitoring

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

By January 2019, the Principal and UFT, AP4ALL, SLT, Guidance, Attendance and PD committees will have met 5 times to plan and revise school action plans as related to the CEP, PD Plan, MOSL selections, and school policies.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Surveys following each PD session will be conducted on the success of the PD provided. Minutes will be recorded and implemented to revise school policy and plans.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
### Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. **What are the school’s strengths relative to this Framework element?** Indicate the data trends, source and year.
2. **What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?** Indicate the data trends, source and year.

#### The school’s strengths relative to this framework:
- Parents are given a survey to assess their needs in the beginning of the school year.
- There has been an increase in parent participation from last year with 20 parents attending regularly.
- More parents completed the New York City Survey.
- 89% of the students completed the Learning Environment Survey.

#### The school’s needs relative to this framework:
- Schedule a PTA meeting on Saturday when Regents Prep meets.
- Create more classes for the parents or provide them with resources to attend free programs to help with the job or career search.
- Create opportunities for parents / guardians by borough in which they live.

### Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

**By June 2019, PTA meetings will see a participation rate growth from 3% of our parents attending meetings to 10% of our parents attending meetings on a monthly basis as measured by Sign In Sheets for families.**
### 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Coordinator, Teacher</td>
<td>Monthly</td>
<td>Parent Coordinator, Teachers, Students, Administration</td>
</tr>
<tr>
<td>Parents</td>
<td>Ongoing with Enrollment</td>
<td>Parent Coordinator, Registration Staff, Guidance Counselor and Social Worker</td>
</tr>
<tr>
<td>Parents and students, Guidance, Social Worker</td>
<td>Sept 2018-June 2019</td>
<td>Social Worker, Guidance Counselors, and Parents/Guardians and Students, Consultants</td>
</tr>
<tr>
<td>Parents</td>
<td>Weekly</td>
<td>Teacher, Parent Coordinator, Parents, Assistant Principal</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

- Legal Action Network
- Heritage Health Network
NYC Immigration Coalition

Catholic Charities

Part 4 – Budget and Resource Alignment

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

Liberty will use the social worker on staff more creatively this upcoming school year to include flexible scheduling to allow for group counseling for parents in the evening.

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

<table>
<thead>
<tr>
<th>X</th>
<th>Tax Levy</th>
<th>X</th>
<th>Title I SWP</th>
<th></th>
<th></th>
<th></th>
<th>Title I TA</th>
<th></th>
<th></th>
<th></th>
<th>Title II, Part A</th>
<th>X</th>
<th>Title III, Part A</th>
<th></th>
<th></th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>C4E</td>
<td></td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td></td>
<td></td>
<td>SIG</td>
<td></td>
<td></td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td></td>
<td></td>
<td>In Kind</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2018, monthly PTA participation will have increased by 5% making the total number at meetings at least 20 parents.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

PTA sign in sheets kept by the Parent Coordinator.

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
### Section 6: Academic Intervention Services (AIS)  
*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Students in Level 1 English or ESL who are score below 65 on classroom assessments and through teacher recommendations. Students scheduled to take the ELA Regents exam during the present school year. Students who have interrupted education (SIFE) for more than 2 years.</td>
<td>Students are grouped based on their level of mastery and teacher observations. Materials and lessons are created by the content teacher based on student needs, including close reading assignments, repeated readings, listening activities, public speaking to develop fluency with language. Lessons and activities are aligned with the ELA Regents Common Core Learning Standards, including Performance Based Tasks based on Regents Exam. Learning A-Z technology application on the Ipad to reinforce basic literacy skills and language acquisition, including: close reading assignments, repeated readings, listening activities, public speaking to develop fluency with language.</td>
<td>30 students each semester participate twice per week for 1.5 hours of instruction each day. Most of the instruction occurs in small groups. Most students are 9th grade. 30 students each semester participate twice per week for 1.5 hours of instruction each day. Most of the instruction occurs in small groups. Most students are 11th or 12th grade. 3-5 students participate in small group and one-to one lessons specific to their level of mastery. Students are in 9th grade.</td>
<td>Afterschool (see above) Wednesdaythrough Friday: 2:30-4:00. During the school day: Period 7 pull out services.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Students in Algebra 1 who are scoring below 65 on classroom assessments, teacher recommendations,</td>
<td>Students in Algebra 1 who are scoring below 65 on classroom assessments, teacher recommendations, and students with</td>
<td>One class of 30 students each semester meets twice per week for 1.5 hours of instruction each</td>
<td>Afterschool(see above)</td>
</tr>
</tbody>
</table>


and students with interrupted formal education (SIFE).

interrupted formal education (SIFE).

day. Most of the instruction occurs in small groups. Another smaller class of 15 students meets twice per week for one hour. This class participates in more one-to-one and tutoring approach for delivery of service.

| Science | Students in higher level math and science classes who are close to achieving college and career readiness in math and science content areas. Teacher recommendation and students on considering careers in math and/or science. Students scheduled to take the Living Environment Regents exam during the present school year that are scoring below 75-80 on classroom assessments. | Students groups based on their interests and teacher observations. Materials and lessons are created by the content teacher based on student needs with a focus on Robotics. Lessons include: close reading assignments, content vocabulary development, and Science lab tutorials. Students are grouped based on their level of mastery and teacher observations. Materials and lessons are created by the content teacher based on student needs. ESL teacher also available to support students in acquiring content-specific language in preparation for the Regents exam. | 30 students each semester participate twice per week for 1.5 hours of instruction each day. Most of the instruction occurs in small groups. Most students are 11th or 12th grade. 30 students each semester participate for 1.5 hours of instruction per week. Most of the instruction occurs in small groups. | Afterschool: (see above) |

| Social Studies | Students scheduled to take the Global History and Geography Regents exam during the present school year and are scoring below 75 on classroom assessments. Also, teacher | Students are grouped based on their level of mastery and teacher observations. Materials and lessons are created by the content teacher based on mastery of skills in preparation for the Regents exam. Lessons include close reading assignments | Two classes of 30 students are available each semester and participate in 2 hours of instruction per week. Most of the instruction occurs in small groups. | Afterschool: (see above) |

During the school day: Periods 1, 2, 6, 8
<table>
<thead>
<tr>
<th>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</th>
<th>Students who are scoring below average in their classes. Guidance counselor identifies students based on classroom data and teacher recommendations. Guidance counselor identifies students with attendance issues (lateness/absences) that are affecting their grades in class.</th>
<th>Individual counseling, group counseling, parent/student/teacher academic conferences. Support given in understanding current academic standing and provide referrals to other interventions, as needed. Student attendance counseling.</th>
<th>Individual and small group instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 classes of 30 students each are scheduled to meet each semester during normal school hours. Most instruction occurs in small groups.</td>
<td>During the school day and after school. As needed or requested by teacher, counselor, student, or parent/guardian.</td>
<td>During the school day and after school. As needed or requested by teacher, counselor, student, or parent/guardian.</td>
</tr>
</tbody>
</table>
**Section 7: Support for Students in Temporary Housing (STH)**

**Directions:**
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website:

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>Liberty High School Academy for Newcomers has 34 students in temporary housing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>During the course of the school year, STH are given several supports through small group counseling that meets on Monday with a Guidance Counselor, Parents and Guardians are offered two workshops in Fall Term. The workshop in November focuses on Building Academic Resiliency and December’s workshop is Building Literacy with Native Language. Students receive school materials as well as clothing for the cold winter months. All items are distributed privately through the Guidance Office.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

N/A
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th></th>
<th>X</th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
</table>

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.

We find it imperative that we continue to support all of our teachers through differentiated professional development opportunities. All teachers set their own professional goal at the beginning of the school year during the initial planning conference, which was discussed at the prior End of Year Conference with the Principal. The school’s professional development plan is centered on the needs of the teachers as well as student achievement data and credit accumulation. The Professional Development Committee in conjunction with the administration set the calendar of activities for the year. The PD Committee and the Administration have agreed to continue the Data Action Model and Root Cause Protocol as well as meet monthly during the Other Professional Work Time. Committee members will take an active role in designing and delivering professional development to their peers when teachers are not in their Data Action Model Teams. The Data Action Model allows teachers to work in teams which examines student work and reviews student data from the classroom using a set of protocols. Teachers are given an option menu and within their team select how they will conduct their five week cycle. Teachers will have an opportunity to work in five week cycles five times during the 2018-2019 school year. Teachers receive other professional development workshops when they are not in teams. Topics for sessions are based on Advance Data as well as additional feedback from teachers through the Professional Development Committee. To assess the value of professional development sessions teachers are given two separate surveys during the school year: February and June. Teachers are also given the opportunity to discuss their particular needs at initial planning conferences, mid year conferences and end of year conferences with the principal. Additionally, Liberty provides job-embedded and off-site professional development opportunities. Specifically, we look for opportunities through the Office of English Language Learners and the Office of Equity and Access to support our AP4ALL initiative. We encourage teachers to attend workshops, classes, and conferences outside the school in order to keep up-to-date with the latest research in their disciplines. We provide our newer teachers with mentors that make available their experiences and expertise during school as well as after school. We hold a new teacher meeting once a month to support our new teachers in their professional growth. Additionally, we support the needs of any teacher that feels he or she would benefit with the support of a mentor. We also provide our teachers with the support of a Generation Ready coach (formerly AUSSIE) and instructional support peer inter visitation. Finally, our supervisory team is proactive in providing ongoing continuous support through the observation process. We will recruit new teachers through our connection with CUNY and their student teacher program and New York City Teaching Fellows.

2b. High Quality and Ongoing Professional Development
Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Every Monday, teachers and paraprofessionals meet with their respective departments with a lead facilitator to examine student data and student work for five weeks. Their conversations are structured around the Notice and Wonder Protocol, Tuning Protocol, Last Word Protocol and Consultancy Protocol. Teachers use their time in their professional learning community to look at student work that reflects the instructional shifts of the CCLS and other curriculum created by the NYC DOE such as the Social Studies and ELA curriculum guides delivered during the 2017-2018 school year. Team work is also used to vertically align our departments to support our AP4ALL initiative. After each week, a recorder sends the minutes of the teacher discussion to the administration. The notes are reviewed and evidence of feedback is observed during the normal cycles of teacher observation. The other time is spent on a professional development topic relevant to teacher need as demonstrated through the observation process and Advance Data. Teachers are asked to attend Professional Development workshops offered through the city and encouraged to attend other workshops during their own personal time that cover CCLS.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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/info, early intervention services, etc.).

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The MOSL committee met several times to discuss the assessment choices for Liberty’s ELL population. The local measure will be the ELA performance assessment grades 9-12, growth model. All teachers will be linked to the NYSESLAT for their state measure. The committee surveyed the school wide teaching staff before the final decision was made. Teachers have set department grading policies and are moving towards common assessments for
midterms and finals. Teachers already use common assessment in the Math and Social Studies Department. All teachers received a professional development workshop on the importance of using a variety of assessments and using the data to inform their instruction in September 2017

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 codes. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. 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.

**Table:**

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$255,373.00</td>
<td>X</td>
<td>Section 5A, 5B, 5C, 5D, 5E</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$52,942.00</td>
<td>X</td>
<td>Section 5A, 5B, 5E</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>X</td>
<td>Section 5A, 5C, 5E, 5D</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$3,606,995.00</td>
<td>X</td>
<td>Section 5A, 5B, 5C, 5D, 5E</td>
</tr>
</tbody>
</table>

**Explanation/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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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

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

**Important Note**: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

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

Your school’s Title I Parent Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberty High School Academy for Newcomers’ 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. Our 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 our 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberty High School, in compliance with Title I, Part A, Section 1118 ESSA, 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.</td>
</tr>
</tbody>
</table>

Liberty High School will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

**Parental Involvement and School Quality**

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
</table>

**Encouraging School-Level Parental Involvement**

| 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. |

| 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., ESSA State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, School Survey; |
- 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 ESSA.

- 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)**

**Liberty High School Academy for Newcomers**, in compliance with Title I, Part A, Section 1118 ESSA, 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: High Quality Curriculum

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by Title I, Part Section 1118 ESSA.

I. School Responsibilities: Supporting Home-School Relationships

*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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

*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;

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

• creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

• assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

• sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

• supporting parental involvement activities as requested by parents;

• ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

• advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

• monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

• ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

• check and assist my child in completing homework tasks, when necessary;

• read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

• set limits to the amount of time my child watches television or plays video games;

• promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
● encourage my child to follow school rules and regulations and discuss this Compact with my child;

● volunteer in my child’s school or assist from my home as time permits;

● participate, as appropriate, in the decisions relating to my child’s education;

● communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

● respond to surveys, feedback forms and notices when requested;

● become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

● participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

● take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

● share responsibility for the improved academic achievement of my child;

### III. Student Responsibilities

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

● follow the school rules and be responsible for my actions;

● show respect for myself, other people and property;

● try to resolve disagreements or conflicts peacefully;

● always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This school is (check one): ☒ conceptually consolidated (skip part E below)
☐ 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):

- Before school
- After school
- Saturday academy

Total # of ELLs to be served: ______
Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: ______
# of certified ESL/Bilingual teachers: ______
# of content area teachers: ______
### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: 

Liberty High School Academy for Newcomers in a small transfer school, grades 9-12, serving new or recently arrived immigrants to the US who need to acquire English as an additional language. Liberty High School serves over 25 different languages and students from all over the globe. Students at Liberty High School take three New York State Regents Exams within their first two years of attendance that require academic language in English. These exams are Common Core Algebra, Living Environment and Global History exams. The Title III Grant will be used to provide enrichment and extra supports in these content areas, Math, Science and Social Studies, to build academic language fluency in order for students to be successful in their first two year at Liberty High School. The Title III Grant will take place on Wednesday and Thursday afternoons from 2:25 to 3:45 pm. Specifically, the grant will serve ENL students that have 0-3 years of service and are in the ninth, tenth and eleventh grades. The ninth and tenth graders or students who are enrolled in their first and second years at Liberty equal 75% of the total population and the eleventh graders are 21% of the total 0-3 population. This equals 86% of our total population of 400 students. Within this 0-3 years of Service population 59 students are SIFE which is 15% of our total population and 30% have tested as Entering and Emerging on the NYSESLAT and 27% tested as transitioning. Only 8% of the 0-3 years of service population are considered Expanding on the NYSESLAT. Only 10% of tenth graders tested did not make progress on the NYSESLAT from the previous year. 1’3% of tenth grad students made gains on the 2018 NYSESLAT. Only 5% of the students did not take 2018 NYSESLAT. Therefore the total number of students served by this grant will be 230.

1. **Mock Trial Team**, taught by 1 Certified ENL Teacher, Every Wednesday and Thursday 2:25-3:45 pm, Serving 0-3 years of Service. Fall term week of Sept 24, 2018 to week of January 14, 2019; 15 weeks / 30 sessions. Spring Term week of February 11, 2019 to week of June 10, 2019; 14 weeks / 28 sessions. Total number of students served: 25 each term, total of 50. Students will act out a civil or criminal trial by arguing for either the prosecution or defense side. Students will prepare opening and closing statements, learn how to cross examine a witness and take a deposition. Students will learn how to communicate effectively and succinctly as well as learn about the American criminal and civil court system. Important case law will be reviewed that will assist students in US History and Participation in Government. Direct Instruction will be in English with ENL support. The text selected is supplemental and provided by the Mock Trial Team Association. which is not used during the day for daily instruction. Groups will be flexible to support the varied levels of ENL students in the class. Lap Top Computers with Software and Smart Board Technology at no cost to the Title III Grant.

2. **Discovery and Investigation**, co taught by 1 Certified Living Environment and 1 ENL Teacher, Every Wednesday and Thursday 2:25 - 3:45 pm, Serving 0-3 years of Service. Fall Term week of September 24, 2017 to week of January 14, 2017; 15 weeks / 30 sessions. Spring Term week of February 11, 2019 to week of June 10, 2019; 14 weeks / 28 sessions. Total number of students served: 25 each term, total of 50. Students will engage in hands on science investigations reinforcing scientific method and data analysis needed to be successful on the
## Part B: Direct Instruction Supplemental Program Information

Living Environment Regents exam. Students will use supplemental material Lab Aids and Science Kits, material first used and successful during the Title III Summer Program and Let's Review Biology and the Living Environment. Students will work in small groups with instruction in English with ENL supports. The text selected is supplemental and not used during the day for daily instruction. Groups will be flexible to support the varied levels of ENL students in the class. Bilingual glossaries for Living Environment will be provided.

3. College and Career Counseling / Writing Workshop. Taught by a certified ENL teacher who also serves as College Adviser, Every Wednesday and Thursday 2:25-3:45 pm, serving 0-3 years of Service. Fall Term week of September 24, 2018 to week of January 14, 2019; 15 weeks / 30 sessions. Spring Term week of February 11, 2019 to week of June 10, 2019; 14 weeks / 28 sessions. Total number of students served: 20 each term, total of 40. Meets with students in a small group setting to provide career and college counseling. Provides test taking strategies for Verbal Section of SAT and ACT exams. Provide information on College Application process, financial aide, and scholarship information. Instruction and Information provided in English with ENL supports. College Adviser will introduce career exploration through Career Cruising and Career Net Exploration and supervise students completing this program. The computer program is supplemental and not used during the day for scheduled college office activities.

4. Theater Arts with The Kitchen, co taught by Certified ENL/Arts teacher and Theater Arts Partner, Every Wednesday and Thursday 2:25-3:45 pm, serving 0-3 years of service, students in their third year at Liberty preparing for the Common Core ELA exam. Fall Term week of September 24, 2018 to week of January 14, 2019; 15 weeks, 30 sessions. Spring Term week of February 11, 2019 to week of June 10, 2017; 14 weeks, 28 sessions. Total number of students served: 20 each term, total of 40. Direct instruction will be in English. Students will read a play for understanding and rewrite the story and dialogue for modern performance. The text is Romeo and Juliet. The text selected is supplemental and is not used during the day for daily instruction. The class supports reading, writing and speaking for ENL students. The subject matter deals with universal concepts and different complex levels of generalizations that new immigrants can relate to such as love, friendship, and family. Culminates in a presentation of work at PTA meeting in January and June as a celebration. Partnership with The Kitchen is at no cost to the Title III Grant.

5. Math is Everywhere. Taught by a dual certified ENL and Mathematics Teacher. Wednesday and Thursday 2:25-3:45 pm, serving 0-3 years of service. Fall Term week of September 24, 2018 to week of January 14, 2019; 15 weeks, 30 sessions Spring Term week of February 11, 2019 to June 10, 2019; 14 weeks, 28 sessions. Total number of students served: 25 each Term, total of 50. Direct Instruction will be in English with ENL supports. Students will receive instruction in Algebraic and everyday math to solve everyday math problems found in calculating distance, architecture, engineering, and buying and selling for profit. The text selected is supplemental and provided by the school. It is not used during the day for daily instruction. Groups will be flexible to support the varied levels of ENL students in the class. Lap Top Computers with Software and Smart Board Technology at no cost to the Title III Grant.

Materials are at no cost to the Title III program.
Part C: Professional Development

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

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

Begin description here: ____

Liberty High School Academy for Newcomers uses Generation Ready Consultants who are experts in ESL/ENL Literacy and Strategies in Content Areas. This grant would pay for three visits from Shirley Feldman. The Title III grant would pay for the two teachers in this grant: Mock Trial and Math is Everywhere! Professional Development will focus on teaching literacy strategies and academic vocabulary in the content areas which is not done during the regular school day. Both enrichment activities are new to the grant and teaching will need assistance in scaffolding texts to be used. All teachers will benefit from literacy strategies for 0-3 years of service ELLs to develop their acquisition and proficiency in academic language. The professional development will occur during the Monday 80 minutes of Professional Development time from 2:25 pm to 3:55 pm. Professional Development will occur in a small group setting with teachers and Generation Ready coach during the length of the grant:

- September 17, 2018: Building Literacy in Content Areas.
- September 24, 2018: Creating a Vertical Progression of Skills
- January 7, 2019: Purposeful Grouping.

The Title III Grant would cover the cost for three visits from the Generation Ready Consultant. Each visit will occur on Monday from 2:25 to 3:55 pm. Topics are indicated above.

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: ____

Our Parent Coordinator, Carolina Velasquez, is a second year parent coordinator. Ms. Velasquez surveyed our parents at the June 14, 2018, PTA meeting in order to plan more effectively for the upcoming school year. It is important to note that all our Parents / Guardians are English Language Learners and have varied degrees of English proficiency and over 75% of our parents / guardians work more than one job. This year Liberty purchased Talk Tech Technology a simultaneous language interpretation system. It allows interpreters of several languages to translate and parents / guardians get the translation immediately and through a head set they wear. Liberty parents / guardians were overwhelmingly excited to have this service and were able to participate and felt more comfortable at the last two Parent workshops. Liberty has planned the following workshops for our ENL parents supported by the Title III grant.

1. College Planning and Process for Parents. December 13, 2018, 5:00 pm-7:00 pm. Workshop will be conducted by College Adviser / Teacher of English Language Learners at per session rate for 2 hours. Presentation will include difference between ACT and SAT preparation, College
Part D: Parental Engagement Activities

Application process, and Financial Aid process. Liberty High School would like to increase percentage of students graduating and attending college from 49% to 54%. Participants will learn about the CUNY and SUNY common application process.

2. Using Native Language to Support Literacy. February 14, 2019, 5:00 pm-7:00 pm. Workshop conducted by ENL Teacher at per session rate for 2 hours. Teacher will lead a workshop for parents that introduces strategies that strengthen native language skills to become a successful ENL student. Parents will learn about reading strategies they can use with their children when reviewing and comprehending texts in their native language to build understanding and perspectives.

3. Digital Resume Writing. April 11, 2019, 5:00 pm-7:00pm. Workshop conducted by ENL Teacher at per session rate for 2 hours. Teacher will lead a workshop for parents that has them write a resume and is saved on google drives. Teacher will assist parents in on line job search, posting and uploading required documents to sites. Parents will learn how to create PDF files and scan material to computer files.

All programs are advertised through fliers back packed home with students and through our automated phone system.

Part E: Budget

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Per session</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Per diem</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Purchased services</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>High quality staff and curriculum development contracts.</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Must be supplemental.</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Additional curricula, instructional materials.</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Must be clearly listed.</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Travel</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>
**Part E: Budget**

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

Allocation Amount: $____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>____</td>
<td>____</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>Manhattan</td>
<td>550</td>
</tr>
</tbody>
</table>

| School Name | Liberty High School Academy for Newcomer |

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Rhonda Huegel</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Carlos Carmona</td>
</tr>
<tr>
<td>Coach</td>
<td>Bas Stevenson</td>
</tr>
<tr>
<td>Coach</td>
<td>Teresa Matthews, ELA</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Jeffrey Conway</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Nathaly Mejia</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Indira Sepulveda, Social Studi</td>
</tr>
<tr>
<td>Parent</td>
<td>Yulina Perez</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Christina Lozano, ENL</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Carolina Velasquez</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Jairo Galeano, Special Ed</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>Yuet Chen</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Paul Rotondo</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>Michael McBrien, AP</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Certification Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL teachers</td>
<td>10</td>
</tr>
<tr>
<td>Bilingual teachers</td>
<td>2</td>
</tr>
<tr>
<td>Foreign language</td>
<td>0</td>
</tr>
<tr>
<td>Home language arts</td>
<td>0</td>
</tr>
<tr>
<td>ESL teachers</td>
<td>0</td>
</tr>
<tr>
<td>Special education</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

2018-19 CEP
Total number of students in school (excluding pre-K) | 403 | Total number of ELLs | 380 | ELLs as share of total student population (%) | 94.29%

**Part II: ELL Demographics**

**A. ELL Programs**

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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</thead>
<tbody>
<tr>
<td>Total</td>
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<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Bilingual Program Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

**Part III: Assessment Analysis**

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   Initial and internal testing focuses on evaluating students' level in reading, writing, speaking and listening to place in the appropriate ENL level during the registration process. Liberty's internal assessment has been created by ENL teachers based on the benchmarks for each ENL level 1-8 at Liberty High School. A copy of Liberty's ENL/ELA curriculum is given to all teachers including content based instructors. Once students has taken the test, the assessment is reviewed by an ENL teacher (LAB BESIS Coordinator, who makes the recommendation for ENL level to the guidance counselor. Once a student has been programmed there is a two week opportunity to make program adjustments for the student based on their classroom assessment. Once students are placed in the correct ENL level, the classroom teacher gives a number of formal and informal assessments that are graded with a normed rubric to verify if the placement is valid. All classes and assessments use a
balanced literacy approach that focuses on the four skills for ENL students: reading, writing, speaking and listening. This year the focus will be on writing since 82 students left this portion of the NYSESLAT blank.

Liberty uses their professional development minutes to review student work through our school-wide Data Action Model protocol. We continually use student work to address ENL curriculum needs as well as strengthen our understanding of language objectives across all subjects and disciplines. The data shows that teachers and students need to focus on disciplinary literacy in science and math. Both the Living Environment and Algebra Common Core NYS Regents exams were below 40% passing. However, students did well on the Common Core English Regents exam with 71% passing. The NYSESLAT results for 2017 indicated only 8 students that regressed and 28 students made no change in their level. 93 students tested at the transitioning level and 61 students tested at expanding. No students tested at Commanding. Liberty admitted over 100 students eligible to take the NYSESLAT last year and only 18 tested at entering with 99 testing at Emerging.

Liberty is committed to using the Sheltered Instruction Observation Protocol (SIOP) for our students with a concentration on language objectives that have clear function and structure components. Liberty teachers focus on reading and writing in every classroom as the data continue to show that students continue to need supports in these areas.

2. What structures do you have in place to support this effort?

Structures that support this effort:

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

Liberty currently assesses the value of its program by the graduation rate which includes the 4 year and 6 year graduation Cohorts, retention rate, NYS Regents results, Scholarship Report data, NYSESLAT results and Achieve 3000 summative assessment results. Through consistent review of student work and analyzing learning gaps versus the instructional gaps, Liberty teachers are constantly rethinking instruction and strengthening learning objectives that maximize how students use English as well as strengthening their native language skills. Currently, the specified area of need is in math and science with under 40% passing both Regents exams.

4. What structures do you have in place to address interventions once the summative data has been gathered?

Once summative data has been gathered on NYS Regents exams, scholarship report data, mid term and final exam assessments the following structures are in place for intervention:

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.] Liberty encourages teachers to use a three-tiered intervention support system for struggling students. Students that are not meeting ENL benchmarks are identified and are given small group instruction during the week by a certified ENL teacher. Students that continue to struggle are given a class after school that meets twice a week with a certified ENL teacher. Students that still struggling are given one to one tutoring during the day during a non academic course such as Art, Music and Physical Education.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].) Liberty teachers continually discuss data patterns as part of our school-wide Data Action Model protocol used during weekly Professional Development minutes on Mondays. When teachers meet either by department for 5 weeks or interdisciplinary for five weeks, the protocol requires an in-depth analysis of student assessment data either on state exams or uniformed department assessments (mid terms and finals). A group of ENL teachers reviewed the current Collections curriculum in tandem with both the High School Writing Scope and Sequence curriculum and Bi Literacy / ENL standards to target specific skills and align Liberty’s ELA / ENL curriculum to what general education students are exposed to at the high school level. Scaffolds and adjustments are made as necessary based on student work and assessments results during the PD time. This is an ongoing process that is completed during our Professional Development time during department cycles and interdisciplinary cycles.
This year’s 2017 NYSESLAT results reveal the following information about Liberty’s progress: 30% students left the writing portion of the NYSESLAT blank. 17 tested as Entering, 61 tested as Emerging and 4 tested as Transitioning. Students in the Entering and Emerging levels receive double period ESL which is 450 minutes a week. Teachers will be asked to focus on sustained writing prompts and using Achieve 3000 as informational texts to support writing prompts and / or Essential Questions for students to answer. There will be a school newspaper this year to assist with writing. The newspaper will be both print and online. The speaking portion of the NYSESLAT was left blank by 18 students. In order to help students with the speaking portion of the NYSESLAT students will be offered a Public Speaking class and teachers will be asked to include a class presentation by students at least once a marking period to assist with this skill. Besides, targeting the students that reverted a level, there are 54 students that have made no progress with most students at the transitioning level. In order to assist these students, they will be programmed for enrichment at after school with The Kitchen our theater arts program.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
Structures to disseminate assessment findings:

Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

a. Freestanding ENL program.
   Liberty High School uses a departmentalized approach to its organization. Since Liberty is a transfer high school grades 9-12 with most students entering as over aged and under credited (OAUC) Liberty programs students based on individual needs as well as language proficiency. All content teachers are provided with a copy of the ENL/ELA curriculum which is aligned to the Collections ELA curriculum, High School Writing Scope and Sequence and Bi Literacy / ENL Standards. This provides our school with a set of unique benchmarks for each ENL level 1-8. Students receive integrated instruction through the ELS and ENL classes, as well as receive stand alone ENL minutes based on their proficiency level. ENL and ELA classes are programmed based on same proficiency levels. All content teachers use the SIOP model to plan lessons and use language objectives that address structure and function to increase students’ proficiency of disciplinary literacy and academic content language. Content classes for Social Studies, Science and Mathematics are mixed proficiency levels in regards to ENL levels.

b. TBE program. If applicable.
   N/A

c. DL program. If applicable.
   N/A

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

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

   Liberty High School has an eight period day with each period meeting five days a week. Each instructional period is 45 minutes. The organization of our teachers ensures that the mandated number of instructional minutes is provided according to the proficiency levels to each individual student based on the NYSESLAT results. The instructional minutes are explicitly delivered in the ENL model as per CR Part 154. Our master program is set up that the daily, weekly, monthly and semester minutes are calculated to meet the requirement under the law. Our ENL classes are connected to the ELA classes and no credit is awarded unless the students successfully passes the ENL class. Dependent upon proficiency level ENL classes may be double period. The ENL is also integrated with the ELA classes. Students that test on the NYSESLAT as Entering or Emerging typically receive over
600 minutes a week when the requirement under CR PART 154 is 360. Students that test at Transitioning or Expanding typically receive 225 - 400 minutes per week which exceeds the requirement of 180 minutes per week. Our commanding students receive 180 minutes of weekly instruction. SIFE students receive mandated minutes as per their proficiency level and an additional 90 minutes twice a week with an ENL teacher and a Mathematics teacher.

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

All teachers at Liberty High School are required to use the Sheltered Observation Instructional Protocol (SIOP) model when delivering instruction to our ENL population. The protocol requires that teachers write clear language and content objectives for each lesson. Language Objectives are further delineated to include function and structure. Function determines how the students will use the new language they acquired during the lesson and structure determines the specific language being taught. All content is delivered in English with teachers accessing students' native language during small group instruction. Teachers do this by allowing or providing bilingual glossaries, translators and scaffolds to assist students in processing the content. When appropriate students are grouped homogeneously by language in order for students to assist each other during the lesson. Teachers clearly define language objectives in all lessons across the content to identify the structure and function of their objectives. All teachers are given a copy of the ENL curriculum used throughout the ENL levels 1-8. The curriculum identifies performance standards at each level. Content teachers use this information to reinforce the skills and language structures students are learning in their ENL classes. The ELA curriculum is based on the Collections Curriculum and the Home Language Arts Standards for ENL. The curriculum ensures students read a mixture of information texts as well as literary texts as required by the revised standards issued in May 2017. By using the Home Language Arts Progressions, teachers are able to incorporate a wide variety of anchor standards and focus on the Main Academic Demand as well as the Grade Level Academic Demand.

Content teachers use this as schema to access language in their own classrooms. Teachers use the following materials in their classes: Achieve 3000, Discovery, Brain POP, Pearson Algebra, Geometry and Trig textbooks, McDougal Litel Global, US, Government and Economic textbooks, non fiction articles, Primary source material, short stories and literature. Content teachers focus on disciplinary literacy focusing on strategies used by scientists, historians and mathematicians to read sources and texts particular to them. Teachers received copies of Disciplinary Literacy from the NYC DOE and will continue to receive professional development in this area to increase their own understanding of the difference from content literacy. Liberty has a full time literacy coach that created a center for students to work on their individual progress in reading and to in part the love of reading as required by the changes in May 2017.

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

The literacy level of all students is evaluated upon their arrival to Liberty High School. During the registration process students are evaluated for their English ability if any and asked to write in their home language. Teachers that speak a students' home language evaluate their writing in order for the staff to provide the best service as soon as a student begins classes. Once students are programmed teachers have two weeks to evaluate them using pre assessments and Achieve 3000 to determine lexile level. If student was programmed in error, it is corrected through consultation with Guidance Counselor assigned. During ELA integrated ENL class and content area classes teachers provide students with home language glossaries, ipads and computers for software translation when appropriate. Students have access to peers in their content area classrooms since they are mixed ability in English proficiency to access their home language for schema. Teachers assess their ability to communicate in home language with their peers.

5. 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. There are 57 SIFE students with 37 in 9th and tenth grades and 23 in the 11th and 12th grades. Students that are new to Liberty are programmed for the appropriate level ENL class during the day which corresponds to the mandated minutes,
and Integrated ELA and ENL class. Content classes are delivered in English. Teachers support their academic growth by differentiating the material via readiness and motivation. Teachers in a double period ENL class are required to use Achieve 3000 this year and content area teachers can access Achieve 3000 for articles and materials that correspond to the different lexile levels in their classes. Teachers use the RTI model of identifying students that are struggling creating smaller groups for more individualized instruction with the literacy coach either via push in or pull out and if needed individual instruction. SIFE students that are not fluent in their native language and struggle with literacy are given a once a week class with a teacher that works on basic literacy through a program Liberty purchased. This is a pull out model with an ENL teacher. Teachers use scaffolding strategies to engage SIFE students and receive additional support in an after school class that meets twice a week for an additional 90 minutes a week. Students that are identified as SIFE in 11th and 12th grades work with the Literacy Coach in an after school program that supports the school newspaper. They are also offered the The Kitchen Program for enrichment after school.

B. Newcomer students are usually placed in a double period ENL class with an integrated ELA /ENL class. Content classes are taught in English with native language supports. All placements are made based upon the results of an assessment students take during their registration process at Liberty. Teachers give an assessment in their individual classes to make sure the placement is accurate and they have two weeks from the time a student enrolls at Liberty to request a change from the Guidance Counselor.

C. According to the Data there are 270 developing (0-3 years of service). These students are given a choice of content area classes to support their growth as learners. We offer several English Electives that meet the differentiated needs of our students. Students are also encouraged to take different science electives to support their interest and growth as learners. Students can meet diploma requirements through Living Environment, Earth Science or Chemistry. Teachers differentiate assignments by allowing choice, visual support, and leveled readings but all assessments are given one rigorous rubric that is aligned with Common Core Learning Standards and NYS Regents exams.

D. According to the data only 14 students are considered Long Term ELLs. They are given support through increasing the number of weekly minutes they receive in ENL instruction. These students are targeted for after school enrichment programs that work in skills needed for NYS Regents Exams for graduation.

E. At this time Liberty High School has no students that are former ELLs or students that tested at a commanding level on the NYSESLAT. However, students that are former ELLs, would receive an ENL class targeted at research writing and public speaking at the College Level.

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

Liberty’s special education teacher is trained in ENL methodologies and strategies. The Special Education teacher provides SETTS services to our students with IEPs and any additional students that are recognized to have severe learning issues identified by the bilingual guidance counselors and still needs a referral for Special Education services. The special education teacher also pushes into the classroom with Educational paraprofessionals to support students within the classroom. All teachers at Liberty use scaffolding and differentiation based on readiness as a strategy to assist ELL-SWDs. Teachers also use different student group configurations to assist these students. The special education teacher works with the general education teacher during other professional work time to write a detailed action plan /goal setting sheet for each SETTS student to achieve language fluency.

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

ELL-SWDs are programmed for resource room to meet their IEP mandates and goals. Liberty does not support a self-contained program, therefore, students are given any necessary support to be successful in the classroom including the use of a Educational Paraprofessional. Teachers and Special Education teacher write specific SMART goals for IEP students and meet during the weekly Other Professional Work Time to case conference about students. Students that are identified as needing additional academic intervention services are programmed for after school assistance with a trained ENL teacher.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Liberty offers an after school Academic Intervention Services program during and after the school day. During the school day teachers tutor students in content area as a professional assignment during student lunch time. Peer tutoring is also available during lunch time through the Guidance Department. Peer tutoring is matched to student languages. Teachers and Guidance Counselors recommend students that would benefit from extra support after school. There are 30 students in the after school SIFE program: math and ENL both taught in English. Two teachers, one in science and another in social studies provide AIS after school. These supports are also in English.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
For the upcoming school year, Liberty has been accepted into the AP4ALL program with the Equity and Access Department. Liberty will offer three Advanced Placement classes next year: Advanced Placement Spanish Language and Culture, Advanced Placement US History, and Advanced Placement English Language and Composition. Enrichment programs will happen on Saturdays concurrently with Saturday Regents Prep in the Fall and Spring Semesters for five Saturdays. Students will have an opportunity to take Robotics after school for credit. Liberty will also offer a Journalism class with the Literacy Coach, The Bell is the title of the newspaper. It will provide multiple opportunities for the students to increase their literacy skills in English and Native Language. One section of the newspaper will allow for students to report on events in their respective countries.

10. If you had a bilingual program, what was the reason you closed it?
Liberty had a bilingual program in Spanish, Chinese, and Polish when it first opened. Over the years, less parents opted in to these programs during Parental Choice explanation at registration. Family interest decreased, qualified staff retired and eventually Liberty moved to a stand alone ENL program. As of September 2013, Liberty is a free standing ENL program. If families choose bilingual program the LAB Besis Coordinator makes a referral within the district.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Liberty High School Academy for Newcomers is unique because our entire student population are English Language Learners. They all enjoy equal access to all our programs offered during the day and after school. Before the school day students have access to tutoring in each subject area. After school students have access to homework assistance, enrichment classes in the content areas and ENL enrichment, and credit bearing classes. Students are offered Saturday Regents prep five Saturdays before January and June exams.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Liberty High School has invested a great deal in instructional materials for the classroom to support our ELLs. All teachers have access to Achieve 3000 and receive yearly training. Students have access to glossaries in all subject areas as well as ipads, laptops and electronic translators to assist with instruction. All classrooms have been outfitted with Smart Board technology. Liberty has continued to use Discovery, BrainPop and Pearson Math online for classroom use. For literacy students Liberty has purchased Learning A-Z which is used during small group and one to one instruction.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
All of the ENL classes include an independent reading project in the students' home language. All the ENL classrooms have their own libraries as well as our school wide library that has fiction and non fiction books and resources in several high frequency languages. We also encourage small homogeneous groups during class that allow students to use their home language to think and process new content material. We encourage parents during our registration process to continue to use the home language to build native language fluency to assist with better English acquisition.

14. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
ENL teachers are given great flexibility to ensure materials are grade appropriate as well as age appropriate. This year the school has invested in Achieve 3000 to ensure the quality of non fiction texts is leveled for age and language levels. The assistant principal and principal offer feedback through the observation process on the appropriateness of class materials. The school has a committee that works on ordering materials for class libraries and school library that are appropriate for our students. The library has undergone a complete transformation with the help of NYC DOE Library Services. The outdated
collection has been replaced with age appropriate fiction and non fiction texts in English, Spanish, Arabic and Chinese and French. The Literacy Coach worked with Follet to create a collection that would help develop the love of reading amongst our students.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
   Liberty does not share a building.

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
   Whenever possible, newly enrolled ELLs at Liberty High School are programmed for summer school. Students take three courses that are targeted for them ENL, ART and STEM. All teachers that work for the Title III summer program are trained to use the SIOP model, have received the mandated minutes of professional development targeting ENL instruction. New students are gathered the first day of school and are given a tour of the building by the assistant principal, the guidance counselor reviews school policies and expectations, the parent coordinator is introduced and gives a special welcome and reviews the importance of daily attendance. Liberty hosts a new student mixer during the fall term. When students arrive during the school year, the parent coordinator introduces new students to a student mentor that speaks the same home language to assist during the first week of school. The student mentor gives the school tour and introduces the students to teachers and other students.

17. What language electives are offered to ELLs?
   Liberty students are granted credit from their foreign transcripts to satisfy their foreign language requirement for the NY state. We have a small group of students that require a foreign language and Liberty offers Advanced Placement Spanish Language and Culture.

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

   N/A

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 and non-pedagogic staff.) 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?

   Professional Development Plan
   2017-2018

   Liberty High School’s professional development plan will continue to address strengthening how teachers look at student work by department as well as by vertical teams to enforce alignment to the Common Core Learning Standards and to become Advanced Placement ready. Teachers will meet on Monday afternoons for 80 minutes as per the UFT Contract. There are 32 meeting times and three Chancellor’s Conference Days scheduled for the school year. Teachers will continue to look at student work and assessment data to close the learning and instructional gaps that exist. Three protocols are used during the five week cycle and teachers revise and pacing calendars and curriculum maps according to their findings during these meetings. The process is a five week cycle either in departments or vertical teams with professional protocols guiding their discussion.
Vertical teams will have an additional day to present their findings to the school community in order for all disciplines to adjust curriculum as necessary. All cycles are focused around two guiding questions:

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

Principal will conduct learning walks with teachers to support academic rigor once a month. Teachers on the learning walks will use the Tuning Protocol to offer their colleague warm and cool feedback. The observation cycles will be used to monitor the implementation of the above professional development series as well as continue support of the SIOP model lesson Planning across departments. The Principal and Assistant Principal will work to ensure that teachers are systematically applying the PD to improve student learning outcomes.

Liberty’s focus will be on strengthening teachers use of the SIOP model and strengthening language objectives both structure and function. Liberty’s instructional focus is reading and writing in every classroom every day.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

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

The school has scheduled the following professional development workshops for teachers of ENLS:

- SIOP Lesson Planning a Refresher; September 5, 2017
- Scaffolding Disciplinary Literacy for ELLs; September 5, 2017
- October 23, 2017; Achieve 3000 refresher training
- December 4, 2017; Strategies For Vocabulary Building with ELLs
- March 5, 2017; Guided Reading in the Multi Lingual Classroom
- April 16, 201; Balanced Literacy and Reading Strategies in Multi Lingual classroom.
- April 23, 2017; Differentiation for ENLs

Liberty also uses a Literacy Specialist from Generation Ready to work with teachers by department for five weeks.

Parental Involvement

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

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

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

Liberty’s Parent Coordinator arranges monthly workshops, meetings and coffee hour with the PTA to engage parents. Liberty surveys parents needs at the time of registration. The information is kept in a database and a phone master is sent to inform parents of the monthly workshops. Liberty will continue to provide ENL classes as well as computer literacy classes for parent.
September 26 2017; Literacy Coach How to Keep lines of Communication Open (focus on school)
October 11, 2017; College Adviser and Application Process
November 8, 2017: Keeping Your Native Language Relevant Workshop
December 6, 2017; Multi Cultural celebration
January 10, 2018; Immigration Coalition
March 7, 2018: Bridge to Dance
April 11, 2017; Spoken Word Presentation by students
May 2, 2018; Celebrating International Child

Teachers meet one to one with Parents throughout the year on Tuesdays during Parent Contact time to discuss the progress of their child.

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.

Liberty High School participates with AP4ALL with the Office of Access and Equity. Liberty offers three advanced placement courses: AP English, Language and Composition, AP US History and AP Spanish, Language and Culture. Liberty also has a National Honor Society that actively serves its community through peer tutoring. Teachers have also developed a mentoring program at Liberty.
<table>
<thead>
<tr>
<th>Principal Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Rhonda Huegel, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:</td>
</tr>
<tr>
<td>1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).</td>
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<tr>
<td>2. Enrollment status of each newly admitted student is determined</td>
</tr>
<tr>
<td>a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.</td>
</tr>
<tr>
<td>3. The home language of the student is determined by a trained and licensed pedagogue.</td>
</tr>
<tr>
<td>a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.</td>
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<tr>
<td>4. Eligibility for the NYSITELL is determined.</td>
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<tr>
<td>a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.</td>
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<tr>
<td>5. Student is administered the NYSITELL, if eligible.</td>
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<td>6. Parent notification letters are sent to the parent in the parent’s preferred language.</td>
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<tr>
<td>a. Parent is notified of their child’s ELL status.</td>
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<tr>
<td>7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.</td>
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<tr>
<td>9. If student is an ELL, parent is invited to the parent orientation meeting.</td>
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<tr>
<td>a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.</td>
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<tr>
<td>10. ELL is placed in the ELL program that the parent selected.</td>
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<tr>
<td>a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.</td>
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<tr>
<td>b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.</td>
</tr>
<tr>
<td>11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).</td>
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<tr>
<td>12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.</td>
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</table>
# Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhonda Huegel</td>
<td>Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Carlos Carmona</td>
<td>Assistant Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>TBD</td>
<td>Parent Coordinator</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Christina Lozano</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Yulina Perez</td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td>Jose Segura</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Teresa Matthews</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Nathaly Mejia</td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Paul Rotondo</td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td>Tom Zarillo</td>
<td>Field Support Center Staff Member</td>
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<td>1/1/01</td>
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<tr>
<td>Other</td>
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<td>Other</td>
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</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carlos</td>
<td>Carmona</td>
<td>AP</td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>Christina</td>
<td>Lozano</td>
<td>Lab Besis</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>Carolina</td>
<td>Velasquez</td>
<td>Parent Coordinator</td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>Teresa</td>
<td>Matthews</td>
<td>Literacy Coach</td>
<td>no</td>
<td>no</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

We assess our parents' oral interpretation and written translation needs at the time of admissions which is ongoing throughout the year. The Parent Coordinator meets and interviews all families and assesses their needs individually since Liberty is a diverse global community. The Parent Coordinator has generated a brief parent profile that allows Liberty to determine our translation needs throughout the year. Additionally, the Lab Besis Coordinator (licensed ENL teacher) reviews program options as well as preferred language options on admission ATS forms. The Pupil Personnel Secretary inputs all details. We use all the information to determine our translation needs throughout the year for Parent Teacher Conference Night, PTA and SLT meetings, and Open School Night. The Pupil Personnel Team runs a report to ensure all families have indicated a preference.
Additionally, staff members share information they have gathered through their weekly parental contact time via SKEDULA and update information on emergency blue cards and ATS records.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>37</td>
<td>7.86</td>
<td>36</td>
<td>7.64</td>
</tr>
<tr>
<td>Chinese</td>
<td>16</td>
<td>3.4</td>
<td>9</td>
<td>1.91</td>
</tr>
<tr>
<td>French</td>
<td>51</td>
<td>10.83</td>
<td>52</td>
<td>11.04</td>
</tr>
<tr>
<td>Spanish</td>
<td>266</td>
<td>56.48</td>
<td>266</td>
<td>56.48</td>
</tr>
<tr>
<td>Bengali</td>
<td>5</td>
<td>.97</td>
<td>5</td>
<td>.97</td>
</tr>
<tr>
<td>Haitian Creole</td>
<td>1</td>
<td>.21</td>
<td>1</td>
<td>.21</td>
</tr>
<tr>
<td>English</td>
<td>61</td>
<td>12.95</td>
<td>59</td>
<td>12.53</td>
</tr>
<tr>
<td>Russian</td>
<td>3</td>
<td>.64</td>
<td>3</td>
<td>.64</td>
</tr>
<tr>
<td>Wolof</td>
<td>12</td>
<td>2.55</td>
<td>12</td>
<td>2.55</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part B: Communications Calendar & Language Services**

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Forms</td>
<td>Sept 2018-June 2019</td>
<td>Download translated version from NYC DOE website</td>
</tr>
<tr>
<td>Emergency Contact Forms</td>
<td>Sept 2018-June 2019</td>
<td>Download translated version from NYC DOE website</td>
</tr>
<tr>
<td>Discipline Code</td>
<td>Sept 2018-June 2019</td>
<td>Download translated version from NYC DOE website</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open School Night(s)</td>
<td>9/26/18 &amp; 5/9/19</td>
<td>Talk Tech Technology and Big Word Interpreters</td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td>11/29/18, 11/30/18 &amp; 3/7/19, 3/8/19</td>
<td>Talk Tech Technology and Big Word Interpreters</td>
</tr>
<tr>
<td>PTA meetings</td>
<td>10/11/18, 12/13/18, 1/10/19, 2/14/19, 4/11/19, 6/13/19</td>
<td>Talk Tech Technology and Big Word Interpreters</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Liberty High School has staff members that speak the five languages that make up more than 10% or more of the population. The school's website is able to translate any information via Google Translate into all languages spoken at Liberty High School. In case of an emergency and the school population is relocated to an evacuation site, we still rely on BlackBoard as well as calling low incidence languages with the assistance of over the phone translation within the DOE, and students and staff members that speak the language.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

When staff members return to school, the administration reviews all important Chancellor's Regulations. A-663 is included. Staff members are given the number for over the phone translation at the beginning of the year and all staff members and the additional languages they speak are identified on a welcome bulletin board outside the Parent Coordinator’s Office.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:
- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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

**Part E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

In order to ensure the quality of services to parents, Liberty relies on the Learning Environment Survey, parent responses. We also rely on feedback from the Parent Coordinator and parent profile survey to assess the language needs of our families. Any survey that is created by the Parent Coordinator to serve the school's needs is translated by our staff members during their Professional Assignment. Only when necessary the school uses the NYC DOE Translation Unit.