2018-19

RENEWAL SCHOOL

COMPREHENSIVE EDUCATIONAL PLAN

(RSCEP)

DBN: (i.e. 01M001): 30Q450

School Name: LONG ISLAND CITY HIGH SCHOOL

Principal: VIVIAN SELENIKAS
Renewal School Comprehensive Educational Plan (RSCEP) Outline

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# Section 1: School Information Page

## School Information

<table>
<thead>
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<td>14-30 Broadway, Long Island City, NY 11106</td>
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<tr>
<td>Phone Number:</td>
<td>718-545-7095</td>
<td>Fax: 718-545-2980</td>
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<tr>
<td>School Contact Person:</td>
<td>Vivian P. Selenikas</td>
<td>Email Address: <a href="mailto:vseleni@schools.nyc.gov">vseleni@schools.nyc.gov</a></td>
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<td>Community School CBO:</td>
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<td>Principal:</td>
<td>Vivian P. Selenikas</td>
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<td>Community School Director:</td>
<td>Michelle Makabali</td>
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<td>UFT Chapter Leader:</td>
<td>Megan Howard</td>
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<td>Parents’ Association President:</td>
<td>Shakera Robinson</td>
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<td>SLT Chairperson:</td>
<td>Maria Rodriguez</td>
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<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Angelica Ramirez</td>
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<tr>
<td>Student Representative(s):</td>
<td>Sarah Park, Leslie Villalva</td>
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## District Information

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<tr>
<th>Geographical District:</th>
<th>30</th>
<th>Superintendent:</th>
<th>Elaine Lindsey</th>
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<tr>
<td>Superintendent’s Office Address:</td>
<td>30-48 Linden Place, Flushing, NY 11354</td>
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<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:Elindsey@schools.nyc.gov">Elindsey@schools.nyc.gov</a></td>
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<tr>
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## Field Support Center (FSC)
Section 2: Executive Summary and Organizing Principles

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

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

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

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

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)
The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the Framework for Great Schools, New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, and Strong Schools, Strong Communities, including the following:
- Demonstrable Improvement Benchmarks: Demonstrable improvement benchmarks located in the 2018-19 RSCEP, in the Data and Accountability Snapshot page. Receivership benchmarks have been closely aligned with
the Renewal benchmarks so that schools will have one coherent set of improvement benchmarks to meet. All Receivership Benchmarks are a subset of Renewal Benchmarks. While the targets for these overlapping benchmarks are not always identical, the Receivership Benchmark targets are always equal to or lower that the Renewal Benchmarks targets. That means that any school that meets its Renewal Benchmarks targets by definition also met its Receivership Benchmarks targets. For additional information on Receivership demonstrable improvement benchmarks go [here](#).

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

**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.

**Information on the Framework for Great Schools and the DTSDE**

**Strong Schools, Strong Communities**

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

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

**The Framework for Great Schools and RSCEP Development**
The Framework for Great Schools encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint for continuous improvement 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 increase 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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

Accountability Tools and the Framework for Great Schools

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

NYSED’s Six DTSDE Tenets

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

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

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of 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 2017-18 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to 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 RSCEP, 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 RSCEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for RSCEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
Step 3: In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), and other qualitative and quantitative data.

Step 4: Create a summative vision for the elements of the Framework for Great Schools.

Step 5: Revisit your school’s current goals, and strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you have identified, and will let your school community know when you have reached your goal.

Step 6: Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

Step 7: Update your school’s AIS section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

Step 8: Complete the Expanded Learning Time (ELT) and the Community School sections.

Step 9: Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust practices along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.
Section 3: Community Engagement Team and School Leadership Team (SLT) Signature Page

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

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an “X” if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk*.
4. SLT members should review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the RSCEP, not approval.
5. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

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<th>Position and Constituent Group Represented</th>
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<td>x</td>
<td>Vivian Selenikas</td>
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<td>Megan Howard</td>
<td>*UFT Chapter Leader or Designee</td>
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<td>Shakera Robinson</td>
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<td>Rosaria Alaimo</td>
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<td>x</td>
<td>Emily Guanzon</td>
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<td>Anju Rupchandani</td>
<td>VicePresident Impact Partnerships CBO</td>
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Section 4: Renewal School Narrative

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<tbody>
<tr>
<td>1.</td>
<td>Provide contextual information about your school’s community and its unique/important characteristics, including your school’s mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.</td>
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<td>2.</td>
<td>What are the school’s beliefs about student learning?</td>
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<td>3.</td>
<td>Identify any special student populations that the school has and what their specific needs are.</td>
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<tr>
<td>4.</td>
<td>Describe your school’s approach to family engagement and progress made with establishing families as partners in furthering student achievement.</td>
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<td>5.</td>
<td>Describe how your school is leveraging community school partnerships to support progress in elements of the Framework for Great Schools and indicate where this has been a challenge.</td>
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<tr>
<td>6.</td>
<td>Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.</td>
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The Long Island City High School (LICH) community is eagerly preparing for the 2018-2019 school year. Our Cohort T students’ achievement of a 75.6% graduation rate as of August 2018, demonstrating a significant increase from the prior school year and our scores of 7 Well Developed ratings and 3 Proficient ratings on the NYC Quality Review in 2018 poise us to move student achievement significantly forward. In collaboration with our community school partner Zone 126, our Queens North High School Superintendent, our Queens North Field Support staff and Director of School Renewal we will be able to achieve our goals for improving student outcomes for this year and beyond. The LICH school community shares a rigorous vision for increasing our students’ levels of cognitive engagements, as indicated in the 5 RSCEP goals for improved student achievement and well-being at LICH.

LICH has made progress in each of the six elements of the Framework for Great Schools. The most significant growth is evident in the elements of Collaborative Teachers, Effective School Leadership, Supportive Environment, and Trust as indicated by the corresponding findings of the last three Quality Reviews with multiple indicators determined to be Well Developed, culminating in 7 of the indicators being found to be Well Developed in 2018. The 2017-2018 Quality Review reviewer described an area of celebration: "A system of accountability for high expectations is established. It supports teachers in improving their practice and students as they prepare for the next level of their college and career readiness". Strong Family-Community Ties has shown growth from prior School Surveys and the School Quality Snapshots. However, data also indicates that we, as a Community High School, can still do better and that this is still an area of high priority.

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

Long Island City High School is proud to provide a resoundingly high level educational experience to all students. As a school with a successful history in preparing youngsters for achievement in the 21st century, LICH ensures that all its students take the courses which challenge their minds to the utmost. In addition to encouraging four years of study in math, science, and world languages, we encourage active study of art, music, culinary arts, and technology. Consequently, students supplement the traditional academics and athletics with a healthy balance of aesthetic activities.

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

Our LICHS Core Values, proudly displayed throughout the school, are what guide instruction, collaboration, programming, supports, family and community building:

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

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

• Academy of Humanities and Urban Culture (HUC): The Academy of Humanities and Urban Culture helps students turn passions into careers. By making connections across the disciplines through humanities, culture, and the arts, our students become well-rounded individuals who have the skills to serve their community today and in the future. A partnership among educators, students, and their families, HUC allows students to discover who they are and who they hope to become as they prepare for college, careers, and a lifetime of learning.

• Academy of Wellness Education (AWE): We are the future health professionals and athletes of Long Island City High School. As members of the Academy of Wellness Education, we strive to positively contribute to the Long Island City High School community through propriety, ethical decency, and diligence. We understand the importance of personal responsibility and hard work in accomplishing our goals for the future. We cannot change the actions of others, but always do our best to promote academic achievement by demonstrating the behavior and work ethic necessary to ensure a fulfilling future. If we set an example for our peers as independent thinkers who are committed to our own health, and are consistent with our ambitions and persistent in our goals we will attain academic and personal success.

• Culinary and Restaurant Hospitality Management Academy (CUL): The students in the Culinary Arts Academy and Restaurant Hospitality Management small learning community will learn and develop skills that they will be able to apply to future careers in their everyday lives in the Long Island City High School Community. The 21st Century skills learned as part our Academy promotes and enhances college and career readiness that is supported across the curriculum. In our smaller learning communities, we stress respect and achievement. We apply all of the core subjects and technical subjects to enhance individual strengths in all areas that will embrace lifelong learning.

• Global Languages Academy (LANG): Our goal is to equip student with the skills they need to be successful learners and to be ready for the challenges of today’s globalized society. The Global Languages Academy believes that languages and technological skills will open a world of possibilities to our students. The creation of the Global Informatics program has been made possible through our collaboration with High Schools That Work (HSTW) and the NYCDOE Office of Post-Secondary Readiness (OPSR). We will prepare students to compete in a global economy by focusing on languages, technology, and communication skills that will ensure their success in secondary education and careers. The Global Languages Academy provides supports and opportunities for students interested in international business, travel and in careers in tourism and hospitality. SY 2018-19 is the fourth year of our Dual Language program in Spanish with a strong STEM pathway for students to become bi-lingual, bi-literate, and bi-cultural culminating with the seal of Bi-Literacy on their Diplomas from NYSED. This academy’s Global Informatics program is proceeding with a full 150 9th grade cohort down the road to CTE certification.
Zone 126, our lead Community Based Organization (CBO) partner, provides support, outlines the partnership with other CBOs and ensures that all stakeholders work together to coordinate services, eliminating gaps and overlaps and communicate effectively with the whole school community.

Long Island City High School’s three-session instructional program focuses on providing all students an ELT program concentrating on Academics, Global and World Language proficient citizens and Aesthetics. By programming all students for a minimum of nine periods, we provide all students daily instruction in sequenced studies; college and career focused courses and/or advanced studies in STEM beyond the NYSED requirements in a variety of elective subjects: for credit, or as one of our AIS co-curricular programmatic supports for students who have struggled academically. Long Island City provides in our multi-session school for the creation of sequences of study in CTE, Visual Arts, Music, Technology, JROTC and World Languages that integrate this Extended Learning Time into our instructional day. Our targeted multi-faceted plan incorporates social, emotional, academic, and nutritional elements to support improved student achievement. Each component of this second ELT block is designed to target the specific academic or enrichment needs of all students at Long Island City High School.

Participation in academic and enrichment clubs enables our children to excel in areas of personal interest while each program addresses the enhancement of literacy as well as other Common Core aligned skills. 9th grade double period ELA and Mathematics, our Pre-AP 9th grade initiative in ELA, Algebra 1 and Biology, student Internships and Peer Tutoring, (i.e. Advanced Placement, Advancement Via Individual Determination (AVID)’s Determination Club etc.) focus on Common Core aligned literacy skills individualized through the use of a skills based needs assessment. The use of technology is an integral part of these programs. Timely feedback is provided to students and parents regarding student progress using SKEDULA, our Bulldog Blue monthly student progress reports and other communication tools.

These elements of our ELT program are supported by English, ESL, Math, Science, Social Studies licensed teachers, Guidance Counselors, Social Workers, School Administrators, Cafeteria workers, Custodians, partners such as Let’s Get Ready, ENACT, St John’s GEARUP and Community Work Project from Zone 126 just to name several.

The afterschool Community Schools’ Initiatives in collaboration with Zone 126ELT program incorporating community partners will be a critical support for our Community School’s initiative in our planning. Our Community School Leadership Team has reviewed all supports, asking that they be cohesive and not duplicative. After school clubs promote social emotional growth. Academic clubs focus on student achievement, proficiency and mastery scores on the Regents examinations.

The 2018-2019 ELT Program at Long Island City High School with more than one hour of total Extended Learning Time for each student is built on the successful elements of our prior years’ ELT programs. These programs continue to engage our students in Community Schools’ Initiatives in collaboration with Zone 126 after school clubs with regularly scheduled sessions as well as additional post-secondary courses such as Advanced Placement Courses, College Now, AIS courses and 4th year mathematics and science electives.
### School Demographics and Accountability Snapshot for 30Q450

#### School Configuration (2018-19)
- Grade Configuration: 09,10,11,12
- Total Enrollment (2017-18): 2256
- SIG Recipient (Y/N): No

#### English Language Learner Programs (2018-19)
- Transitional Bilingual: N/A
- Dual Language: YES
- Self-Contained English as a Second Language: N/A

#### Special Education Programs/Number of Students (2015-16)
- # Special Classes (ELA): 68
- # SETSS (ELA): 75
- # Special Classes (Math): 64
- # SETSS (Math): 21
- Types and Number of Special Classes (2018-19)
- # Visual Arts: 39
- # Music: 42
- # Drama: 5
- # Foreign Language: 90

#### School Composition (2017-18)
- % Title I Population: 78.0%
- % Attendance Rate: 88.6%
- % Free Lunch: 74.6%
- % Reduced Lunch: 2.4%
- % Limited English Proficient: 11.7%
- % Students with Disabilities: 15.7%

#### Racial/Ethnic Origin (2017-18)
- % American Indian or Alaska Native: 0.7%
- % Black or African American: 10.4%
- % Hispanic or Latino: 65.8%
- % Asian or Native Hawaiian/Pacific Islander: 15.2%
- % White: 6.5%
- % Multi-Racial: 2.1%

#### Personnel (2015-16)
- Years Principal Assigned to School (2018-19): 6.25
- # of Assistant Principals (2016-17): 24
- % of Teachers with No Valid Teaching Certificate: 2%
- % Teaching Out of Certification: 18%
- Average Teacher Absences (2014-15): 8.6

#### Student Performance for Elementary and Middle Schools (2017-18)
- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- Science Performance at levels 3 & 4 (4th Grade): N/A
- Science Performance at levels 3 & 4 (8th Grade): N/A

#### Student Performance for High Schools (2016-17)
- ELA Performance at levels 3 & 4: 76%
- Mathematics Performance at levels 3 & 4: 78%
- Global History Performance at levels 3 & 4: 69%
- US History Performance at Levels 3 & 4: 73%
- 4 Year Graduation Rate: 60.7%
- 6 Year Graduation Rate (2011 Cohort): 74.7%
- Regents Diploma w/ Advanced Designation: 10.6%
- % ELA/Math Aspirational Performance Measures (2015-16): 25%

#### Overall NYSED Accountability Status (2018-19)
- Reward: No Recognition
- In Good Standing: No Local Assistance Plan
- Focus District: Yes Focus School Identified by a Focus District
- Priority School: No Focus Subgroups

### 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: N/A
    - Economically Disadvantaged: N/A
## Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

### Section 5A – Framework for Great Schools Element – Rigorous Instruction:
Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

#### Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 3 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.</td>
<td>X</td>
</tr>
<tr>
<td>3.3 Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.</td>
<td>X</td>
</tr>
<tr>
<td>3.4 The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.</td>
<td>X</td>
</tr>
<tr>
<td>3.5 Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.</td>
<td>X</td>
</tr>
</tbody>
</table>

#### Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

Long Island City High School has made significant growth in the area of Rigorous Instruction since the last Integrated Intervention Team (IIT). The IIT Recommendation: “School leaders should implement research-based protocols across all school learning communities, departments, and grades, for conducting frequent formative assessment and explicitly using the protocol” has resulted in the implementation of our “Noticings & Wonderings” protocol where each week, the Assistant Principals as well as other staff members conduct focused walk-throughs with “Noticings” statements that are generated. During SLC and Departmental team collaborations, the “Noticings” are reviewed and “Wonderings” are generated along with “Next Steps.” This constructivist and transparent tool has enabled the LICHS school community to show impact on teacher practices that result in increased levels of academic cognitive engagement in their lessons, as well as progress in curriculum alignment to the Common Core across all disciplines. The use of “Noticings & Wonderings” has been noted in several school reviews over the past two years, in particular in our most recent 2018 NYC Quality Review as a best practice positively impacting instruction.

The 2017-2018 NYC School Quality Review School noted:” School leaders communicate the belief that all students should have access to Advanced Placement and other college and career preparatory courses. Reflecting that belief, the school is organized so that all students, including students with disabilities, have access to Advanced Placement (AP) courses, college preparatory courses, and career readiness skill development. For example, one of the four AP United States History classes is designed as an ICT model, open to general education students and students with disabilities. This school year we have an ICT model class in AP English Language as well, open to general education and students with disabilities. The school’s expectations for college and career preparation for all students is also clearly delineated.
through a “College Summit App Map” that is available to students and lays out the milestones they have to achieve each year in high school and college, to be successful. As a result, a data analysis indicated that while the school register has been decreasing over the past 5 years, student access to Advanced Placement courses, College Now, as well as recently created upper level rigorous courses that are included in the College and Career Readiness Index has remained at approximately 27% of the students enrolled in Advanced Placement course with a significant number of those student taking 2 to 3 AP courses. In addition, College Now enrollment has expanded, both in the registration of higher numbers of students to existing College Now classes, but also the expansion of additional offerings to provide students the power of choice as a post-secondary option. As a result, the Annual Goal was developed through the collaboration of the Cabinet, the Instructional Cabinet with representatives of academic and non-academic department, Smaller Learning Community teams, the School Leadership Team, and the Community Based Organization to address improving college and career readiness.

Part 2 – Summative Vision for Rigorous Instruction

What is your school’s instructional focus? What is your vision for promoting the instructional focus consistently across classrooms?

[LONG ISLAND CITY HIGH SCHOOL -INSTRUCTIONAL FOCUS 2018-2019]

When core tasks in all subject areas are aligned to Writing Is Thinking (WIT Hochman) strategies such as annotation and note-taking to think about vocabulary and key ideas linked to that task, all students are challenged to complete cognitively engaging academic tasks at a higher level. Moreover, when teachers focus on the annotation skills and note-taking needed to make sense of a task, chart, or reading passage, all students are able to access and comprehend Tier II and Tier III vocabulary, determine importance, understand main ideas and use supporting details. Furthermore, this comprehension allows students to own their learning and justify their thinking through increasingly complex written and oral responses. Finally, when students receive daily actionable feedback from teachers and peers around these responses, it will result in improvement in their skills, content knowledge and ability to make connections.

Through continuous professional development activities including peer inter-visitations, and observation feedback, teachers will hone the skills needed to improve student achievement. Inter-visitation on a regular basis will build department coherence around the instructional focus and on the implementation of daily student feedback, sharing of teacher practices for task design and student work product. Teacher professional development will focus on vocabulary strategies, literacy task design strategies, text supports and gradual removal of scaffolds. Teacher observations will focus on the planning and use of literacy tasks, checks for understanding, questioning, discussion and assessment. Student engagement will result in structured initial writing product. WITs tasks will be used to evaluate student content acquisition. Formal assessments will focus on the students’ use of writing scaffolds and student writing product.

What is your vision for the implementation of CCLS-aligned curricula that meets the needs of your diverse learners, personally, academically, and culturally?

All staff is engaged in collaborative development of CCLS-aligned curricula. By focusing on curricula alignment to CCLS, literacy across all content areas, our instructional focus, and teacher collaboration all students will be engaged in learning skills that will enable them to succeed. Curricular materials are selected as tools to implement the CCLS and CTE, industry and NYS Learning Standards, and many instructional and assessment tasks are planned to be rigorous, engaging, and interdisciplinary. Lesson plans explicitly include targeted strategies for the students, or groups of students, based on ongoing analysis of formative assessments. Queens North Field Support Center (QNFS) coaches, DSR and other onsite PD supports train and support teachers to use protocols to develop targeted intervention strategies, ICT and other Universal Design for Learning (UDL) models for instruction and to better understand CCLS shifts. QNFS coaches provide professional development to enable teachers to meet the needs of our diverse student
population, embrace cultural identity and foster community among our students through the units and lessons they create.

What is your vision for diverse program offerings that allow students to develop skills, habits, and behaviors to be career and college ready? How are instructional shifts embedded in this vision?

The four theme based Smaller Learning Communities (SLCs) enable our students to pursue their post secondary interest within their high school experience. Beginning with the high school application process and the articulation of students prior to their entry into the 9th grade students choose their SLC from among the following Academies: **Humanities & Urban Culture (HUC), Academy of Wellness Education (AWE), Global Languages (LANG), Culinary Arts (CUL)**. In their Academy, students develop skills that prepare them for their post-secondary experiences. The non-negotiable of each student and staff member affiliation to an SLC structure is designed to address the needs of the individualized student and the needs of the staff to support every student as envisioned in the Instructional Shifts. Staff is provided customized professional development by their Peer Collaborative Teacher, SLC AP Director or Behavioral Support Teachers twice weekly through the use of the Datawise model as an SLC team, in addition to school wide professional development to support this endeavor, either through a focus on Academic Inquiry or Behavioral Support Inquiry.

What do you envision the delivery of instruction to look like so that all students are set up for success?

With the support of school leaders, the implementation of a school wide annotation and note-taking common series of vocabulary strategies, together with the implementation of the school wide writing rubric, comprehension of Tier II and Tier III vocabulary through carefully crafted language and content objectives, and all teachers’ focus on writing to a performance task with rigor promotes students being actively engaged on a daily basis. Students receive daily actionable feedback from teachers and peers resulting in an improvement in their skills and content knowledge.

How do you envision teachers using multiple entry points to ensure the success of every child?

Teachers are provided professional development on the school wide ICT professional development, literacy and social emotional learning through weekly professional development and other initiatives. DOE and NYSED curricular initiatives such as shifts in the Global curricula and individualized student's needs. The Integrated Co-Teaching (ICT) model is systemic and teachers are prioritized common planning time three times and week and also work in teams to ensure that multiple entry points are incorporated into lessons, tasks, and student products. The movement of both PD and supervision of ICT and content teachers to departmental APs makes the ICT initiative seamless with the curricular initiatives.

What is your vision for the use of a comprehensive assessment strategy (diagnostic, formative, benchmark, and summative) to drive curricular, instructional, and organizational decisions that impact student outcomes?

All pedagogical staff are involved in cycles of focused instructional walk-throughs using the "Noticings and Wonderings" protocol. Debriefing includes observed assessments, sharing of best practices, and next steps. Outcomes are discussed on multiple levels including by department, by SLC and at the leadership level.

Please indicate below the specific assessments that you are implementing and their purpose for each grade.

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Assessment Type (diagnostic, formative, benchmark, summative)</th>
<th>Grades Implemented</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOSL - NYCPT 9-12 ELA, HS Gov., G09 GLOBAL, Mock</td>
<td>Baseline, formative and Summative</td>
<td>9 - 12</td>
<td>Teacher Evaluation and obtain Baseline, Interim and Summative assessments</td>
</tr>
<tr>
<td>Regents and NYSED Regents for all Regents ending courses of study</td>
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<tr>
<td>Gates-MacGinitie Performance Assessments</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>PSAT/SAT</td>
<td>Diagnostic and Summative</td>
<td>10 - 11</td>
<td>College Readiness</td>
</tr>
<tr>
<td>Uniform Midterms and Finals</td>
<td>Diagnostic and Summative</td>
<td>9 - 12</td>
<td>Monitor Credit accumulation</td>
</tr>
<tr>
<td>NYSESLAT</td>
<td>Benchmark</td>
<td>9 - 12</td>
<td>Determine placement for ELL</td>
</tr>
<tr>
<td>Regents</td>
<td>Summative</td>
<td>9 - 12</td>
<td>Graduation Requirement</td>
</tr>
<tr>
<td>NOCTI</td>
<td>Summative</td>
<td>12</td>
<td>CTE Certification</td>
</tr>
</tbody>
</table>

**Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

1. By June 2019, there will be a 5% increase in the number of students in Cohorts U, V & W achieving an 80 or above on the Common Core English Language Arts Regents and/or an 80 or above on a Common Core Mathematics Regents, enabling LICHS to grow significantly on the School Quality Guide College and Career Readiness Preparatory Course Index.

**Please answer the following Question as it relates to meeting your Rigorous Instruction Annual Goal:**

Which Renewal benchmarks do you expect will improve by meeting your Rigorous Instruction Annual Goal?

a) 4 Year Graduation Rate ranges from 72.3% to 83.4%. 4 Year Cohort T Graduation rate 75.6% in 2018
b) Progress Toward Graduation-Years 2 and 3 ranges from 58.5% to 62.3%.
c) College and Career Preparatory Course Index ranges from 36.2% to 51.1%.
d) Rigorous Instruction ranges from 3.00 to 3.30.
e) Regents Completion ranges from 53.4% to 62.1%
### Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives: Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cabinet level inquiry of the findings of instructional rounds will provide regular feedback to the Assistant Principals using the Consultancy Protocol.</td>
<td>Assistant Principals, PCTs</td>
<td>College &amp; Career Prep Index</td>
<td>Weekly</td>
<td>Principal, APs, PCTs</td>
<td>• attendance • scholarship • Noticings &amp; Wonderings</td>
</tr>
<tr>
<td>Instructional Cabinet level inquiry of the findings of instructional rounds will provide regular feedback to the APs and Peer Collaborative Teachers (PCTs) using the Consultancy Protocol</td>
<td>10th and 11th grade students</td>
<td>College &amp; Career Prep Index</td>
<td>Ongoing</td>
<td>Assistant Principals, teachers, PCTs, SLC Teacher Teams.</td>
<td>Data analysis will include: • uniform assessment data • student work • scholarship reports</td>
</tr>
<tr>
<td>SLC teacher team level inquiry of the findings of instructional rounds will provide regular feedback to the APs and Peer Collaborative Teachers (PCTs) using the Consultancy Protocol</td>
<td>All students</td>
<td>College &amp; Career Prep Index</td>
<td>Beginning of each term</td>
<td>Principal, APs, School Programmer, SLC Teacher Teams.</td>
<td>Data analysis will include: • Programming to support student requests • MP monitoring of scholarship in AP courses</td>
</tr>
<tr>
<td>• AP Critical Friends Group level inquiry of the findings of instructional rounds will provide regular feedback to the APs and Peer Collaborative Teachers</td>
<td>• Selected targeted students across subgroups and SLCs. 11th, &amp; 12th grade • All students</td>
<td>College &amp; Career Prep Index</td>
<td>ongoing/weekly</td>
<td>Assistant Principal, Departmental Grade/Course level Teacher Teams. school Programmer AP, All ELA, and ICT ENL and ISS team partners</td>
<td>Data analysis will include: • uniform assessment data • student work • scholarship reports</td>
</tr>
</tbody>
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2018-19 RSCEP-R 22
4b – 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.

SLT and PA will hold regular Town Hall meetings to provide supports to parents and families on how to support their understanding of rigorous instruction.

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, lead CBO’s community school budget, etc.
- Scheduling of teacher programs to optimize inquiry and co-planning.
- Additional teaching staff hired in core subjects to all for concurrent AI.
- Human resources will be leveraged, including 5 Assistant Principals also serving as Directors for Smaller Learning Communities.
- Instructional resources will be leveraged including the use of Peer Collaborative Teachers to lead inquiry twice a week in SLCs and provide PD.
- Zone 126 provides resources as Lead CBO that include support for attendance as well as providing SAT preparation for all 11th graders.
- School Based Option (SBO) used to add PD to time schedule each Wednesday, conducted by Assistant Principals.
- Resources purchased to support new and expanded courses
- Atlas Rubicon purchased for curriculum resources

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
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</thead>
<tbody>
<tr>
<td>X</td>
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<td>Other</td>
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</tbody>
</table>

### Part 6 – Progress Monitoring

#### Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

By February 2019, the number of students in Cohorts U, V & W achieving 75 and above on the Common Core English Language Arts Regents and 80 and above on a Common Core Mathematics Regents will indicate a growth of at least 10% compared to June 2018 for those cohorts.

#### Part 6b. Indicate the specific instrument of measure that is used to assess progress.

- Monthly Bulldog Blue Progress Reports.

January 2019, ELA Regents and Math Regents results analysis of cohorts V & W students. ELA departmental uniform end of semester exam in 10th grade ELA data analysis. Algebra Meaningful Math II end of semester uniform exam data analysis. Data analysis of all students in Algebra 1 Mock Regents by cohort.

#### Part 6c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. (Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Tenet 5 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2 The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.</td>
<td>X</td>
</tr>
<tr>
<td>5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.</td>
<td>X</td>
</tr>
<tr>
<td>5.4 All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.</td>
<td>X</td>
</tr>
<tr>
<td>5.5 The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What policies, practices, and structures are in place to ensure you are supporting the whole child?
5. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

The element of supportive environment has been an area of celebration on Quality Reviews since the current leadership and themed 9-12 grade SLC structures have been in place. Reviewers’ remarks include that staff members consistently communicate high expectations to all students and provide guidance supports for students to achieve the expectations. It was noted that school leaders convey high expectations to all staff and support them in creating shared accountability and success in attaining the expectations.

A common goal of all is that students have ownership of their educational experiences and are well prepared for their next level. All staff members hold themselves mutually accountable for their professional growth and for all students’ success in meeting the school’s high expectations for learning by all.

Evidence showed that school leaders communicate the belief that all students should have access to Advanced Placement and other college and career preparatory courses. Reflecting that belief, the school is organized so that all students, including students with disabilities, have access to Advanced Placement (AP) courses, college preparatory courses, and career readiness skill development. For example, one of the four AP World, United States History and English Language AP classes are designed as an ICT model, open to general education students and students with disabilities. The school’s expectations for college and career preparation for all students is also clearly delineated through a “College Summit App Map” that is available to students and lays out the milestones they have to achieve each year in high school and college, to be successful. School leaders, through various media, convey high expectations to...
teachers. The staff handbook mirrors expectations in the student handbook. The school’s internal leadership program for teachers provides regular professional development on building strong partnerships within the school and on teams, and emphasizes speaking and listening skills for teachers, as well as community building activities and protocols. Teacher feedback from school leaders includes explicit references to expectations linked to instructional initiatives of the school by commending teachers for observed exemplary practices and making clear and specific recommendations for improving teacher practice, in alignment to the Danielson Framework for Teaching.

Part 2 – Summative Vision for Supportive Environment

What is your vision for a supportive school environment? How will you in partnership with each CBO and families enact your vision?

The element of supportive environment has been an area of celebration on Quality Reviews since the current leadership and structures have been in place. Reviewers’ remarks include that staff members consistently communicate high expectations to all students and provide guidance supports for students to achieve the expectations. It was noted that school leaders convey high expectations to all staff and support them in creating shared accountability and success in attaining the expectations.

A common goal of all is that students have ownership of their educational experiences and are well prepared for their next level. All staff members hold themselves mutually accountable for their professional growth and for all students’ success in meeting the school’s high expectations for learning by all.

Evidence showed that school leaders communicate the belief that all students should have access to Advanced Placement and other college and career preparatory courses. Reflecting that belief, the school is organized so that all students, including students with disabilities, have access to Advanced Placement (AP) courses, college preparatory courses, and career readiness skill development. For example, one of the four AP United States History classes is designed as an ICT model, open to general education students and students with disabilities. The school’s expectations for college and career preparation for all students is also clearly delineated through a “College Summit App Map” that is available to students and lays out the milestones they have to achieve each year in high school and college, to be successful. School leaders, through various media, convey high expectations to teachers. The staff handbook mirrors expectations in the student handbook. The school’s internal leadership program for teachers provides regular professional development on building strong partnerships within the school and on teams, and emphasizes speaking and listening skills for teachers, as well as community building activities and protocols. Teacher feedback from school leaders includes explicit references to expectations linked to instructional initiatives of the school by commending teachers for observed exemplary practices and making clear and specific recommendations for improving teacher practice, in alignment to the Danielson Framework for Teaching.

Who are your CBO partners? How will each CBO sustain and support the social-emotional and academic growth of your students?

<table>
<thead>
<tr>
<th>Partner</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zone 126</td>
<td>Lead collaboration with all other CBOs that support the LICHS school community including coordinating services and direct mentoring</td>
</tr>
<tr>
<td>Alvin Alley Dance Program</td>
<td>Movement and dance program for in-school and after school featuring African Dance</td>
</tr>
<tr>
<td>Camp Herrlich</td>
<td>Sleep-away Summer Camp Counselors-in-Training program to build leadership and strong communication skills</td>
</tr>
<tr>
<td>Organization</td>
<td>Program Description</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>City Harvest</td>
<td>Food rescue program that educates a path to a food-secure and nutritious eating habits</td>
</tr>
<tr>
<td>Community Word Project (CWP)</td>
<td>Collaborative arts residency program that combines literacy and theater</td>
</tr>
<tr>
<td>The Child Center of New York (CCNY)</td>
<td>Youth development programs (Safe Dates), Healthfulness Center open for students and families and professional development; Universal and Targeted Services</td>
</tr>
<tr>
<td>enACT</td>
<td>Socio-emotional evidence based theater arts program for in-school and after school program and provide family engagement workshops</td>
</tr>
<tr>
<td>HANAC Summer Youth 100 Initiative: School-Based SYEP</td>
<td>100 students receive a guarantee spot for the Summer Youth Employment Program and CareerCLUE Program</td>
</tr>
<tr>
<td>Let's Get Ready! (LGR)</td>
<td>Free 10 and 11th grade SAT prep classes and college readiness program weekday evenings focusing on Evidence Based Reading and Writing and Math sections</td>
</tr>
<tr>
<td>The Metropolitan Opera</td>
<td>The Met’s HD Live in Schools Program featuring educational resources and in-person events making opera accessible to students</td>
</tr>
<tr>
<td>NYC Health &amp; Hospitals: Gotham Medical Clinic</td>
<td>Medical and Socio-Emotional Clinic providing supplementary care to our students including physicals</td>
</tr>
<tr>
<td>The School Yoga Project - Little Flower Yoga</td>
<td>Mindfulness Yoga for Serenity Space (All staff)</td>
</tr>
<tr>
<td></td>
<td>Art-expansion education program increasing student self awareness through sculptures</td>
</tr>
<tr>
<td></td>
<td>Free wi-fi 3G hotspot to every family at Long Island City High School for their child’s entire high school career</td>
</tr>
</tbody>
</table>
Socrates Sculpture Art Park | Academic core content support and providing additional tutoring services for students and family engagement workshop series

Sprint One Million Hotspot Project | Students receive free eye exams and a free pair of eyewear if needed

St. John’s Gear Up Program

Vision Screening Initiative

How will you in partnership with your CBO will create a supportive environment and engagement for your students’ families?

The synergy between and among Zone 126 and the various constituencies of LICHS continue to evidence support of our positive learning environment, as evidenced by anecdotal evidence that students who participate in Zone 126 LICHS programs have attended school 15 more days than students who did not attend Zone 126 LICHS programs.

Long Island City High School in collaboration with Zone 126 will work closely Freshmen and their families during the Summer Bridge Program. We will continue to visit homes of students who are on the verge or deemed chronically absent to begin building a strong school-community-home partnership to ensure long-term student success that results in college and career readiness.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

1. By June 2019 a minimum of 70% of students in grade 12 (380) will have participated in a credit bearing internship, class intern or externship course, or comparable credit bearing post-secondary course of study, including but not limited to Algebra II, Chemistry, Physics, College Now, Advanced Placement, NYSSMA, NOCTI or CTE sequenced courses, allowing more students to increase their post-secondary readiness as measured by the Bulldog Blue Monthly Progress Reports.
Please answer the following Question as it relates to meeting your Supportive Environment Annual Goal:
Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Supportive Environment Annual Goal?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>4 Year Graduation Rate ranges from 72.3% to 83.4%.</td>
</tr>
<tr>
<td>b)</td>
<td>Strong Family Community-Ties ranges from 3.00 to 3.30.</td>
</tr>
<tr>
<td>c)</td>
<td>Rigorous Instruction ranges from 3.00 to 3.30.</td>
</tr>
<tr>
<td>d)</td>
<td>College and Career Preparatory Course Index ranges from 36.2% to 51.1%.</td>
</tr>
</tbody>
</table>
## Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives:</th>
<th>Target Group(s)</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline</th>
<th>Key Personnel</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide all the opportunity to take Algebra II by grade 12</td>
<td>Targeted students in grades 11 and 12.</td>
<td>College and Career Preparatory Index range from 36.2 to 51.1</td>
<td>9/2018-6/2019</td>
<td>Principal, AP/PPS, AP Mathematics, SLC AP Directors, PCTs, College Now Coordinator</td>
<td>Bulldog Blue Progress reports will indicate an increase in students passing grades in MP credit projection.</td>
</tr>
<tr>
<td>Revised curriculum in 10th &amp; 11th grade ELA to incorporate rigorous content, high leverage instructional strategies including WITs, and actionable feedback to students to enable them to succeed in College &amp; Career Preparatory Courses in all disciplines.</td>
<td>All students in grades 10 and 11.</td>
<td>Rigorous Instruction ranges from 3.00 to 3.30. College and Career Preparatory Course Index ranges from 36.2% to 51.1%.</td>
<td>9/2018-6/2019</td>
<td>Principal, AP/PPS, AP English, AP/ISS, AP/ENL, HLA and LOTE, SLC AP Directors, PCTs, College Now Coordinator, SLC Teacher Teams, Departmental Grade Teams.</td>
<td>Regents examination results in STARS. Bulldog Blue Progress Reports. Student Surveys. College Now Surveys. AP Interest Fair Surveys.</td>
</tr>
</tbody>
</table>

### 4b – 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.

Principal will hold Breakfast with the Principal meetings twice a month to reinforce data and supports for students participating in more cognitively engaging coursework.

### Part 5 – Budget and Resource Alignment

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

- Hiring of additional GCs and SWs to support our school’s SGI program will continue the positive results from 2017-2018

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td></td>
<td>Title I 1003(a)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Part 6 – Progress Monitoring

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

Grade 12 student participation in previously defined rigorous course work will increase to minimum to 65% by January 2019.

**Part 6b.** Indicate the specific instrument of measure that is used to assess progress.

Monthly Bulldog Blue Progress Reports by student, cohort and SLC taken from STARS and ATS.

**Part 6c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. (Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenet 4 Statement of Practice</strong></td>
</tr>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
</tr>
<tr>
<td><strong>SOP(s) Addressed</strong></td>
</tr>
<tr>
<td>4.2 School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.</td>
</tr>
<tr>
<td>4.3 Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</td>
</tr>
<tr>
<td>4.4 Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.</td>
</tr>
<tr>
<td>4.5 Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:
1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

According to the feedback from the NYC Quality Review conducted March 2018, LICHS was found to be Well Developed in 7 elements, in particular the element of Collaborative Teachers. The findings indicated: Teacher teams strategically analyze teaching practices and writing samples for a focus group of students whom they share, to identify gaps in achievement. Teacher team work is directly aligned to the school’s instructional focus and promotes the implementation of CCLS. Teacher collaborations across the school result in school-wide coherence around the writing strategies identified in the teacher inquiry teams, and improvements in teacher practice that lead to student mastery of specific goals. For coherence across teacher teams, the staff uses the “Noticings and Wonderings” protocol, while looking at student work to identify student needs. Teachers learn strategies from team members and collaborate to brainstorm ideas that address the targeted students’ needs.

Part 2 – Summative Vision for Collaborative Teachers

What is your vision for collaborative teaching?

Our current SLC structure incorporates the 9 th grade into each of the theme based SLCs, requiring students and families to exercise the power of choice upon entry into the school. This has allowed LICHS to anticipate affiliation of staff to specific SLCs as part of the teacher preference process in the spring of the previous year, maximizing planning and preparation for SLC themed teacher team work. Therefore, evidence shows that as a result teacher teams are better able to meet the needs of all students in the SLC. Teacher Teams who collaborate during Academic, Behavioral and Common Planning Time, as members of Inquiry Teams, in Departmental Teams, and as members of School Leadership are able to address the needs of the student from entering LICHS to graduation.
Teaching and learning is a priority component of every teams’ work. Teachers collaborate to improve their skills based on students’ academic, social and emotional needs. Tasks and student work are collaboratively reviewed regularly throughout the year in teams using the Datawise method of inquiry and the aligned lessons are designed as the Units are implemented during the year incorporating collaboratively designed strategies. These include WIT (Hochman Writing) and our Tier II and Tier III vocabulary Initiative. As our teachers participate in professional development and learn new strategies and techniques, they apply what they have learned to their discipline and their students’ needs.

The SLC structure allows teachers to ensure that every child is known well by the team of teachers, each of whom teaches them in their class. The teacher also collaborates with the support staff of the SLC, including the Peer Collaborative Teacher, the guidance counselor, the Behavioral Support Teacher, the Attendance Teacher and the SLC Director as well as their colleagues who also teach the child. Case conferencing occurs regularly, where the SLC team shares important information about the students and co-construct interventions, if necessary.

During the SLC meetings data analysis takes many forms and is ongoing. Individual student data is analyzed during Inquiry; attendance data is reviewed twice weekly in Behavioral Inquiry Teams by SLC; Marking Period data for the SLC as well as school-wide data is reviewed by the team as soon as it becomes available and Monthly Bulldog Blue Progress Reports are provided by SLC each month for inquiry; departmental data with respect to scholarship, Regents’ results, uniform midterms and finals’ data is discussed during Departmental PD meetings.

Each SLC has expressed concerns that improving student performance on the New Global History Regents is a high priority need, as only 65.7% of students who took the Transitional Global examination in June 2018 passed, with a significant number of students absenting themselves from this examination. These variables led to the conclusion around the need to work together to improve outcomes for all students, but especially for 10th graders sitting for the New Global Regents and the 11th graders retesting or testing for the first time with the Transitional Global Regents examination as an essential part of their Hochman Writing Strategy inquiry work.

**How do you envision collaboration amongst your School Instructional Cabinet to improve teacher practices and student learning?**

The Instructional Cabinet will add regular participation by PCTs to weekly meetings. Also Assistant Principal Critical Friends Groups (CFGs) will focus on a problem of teacher practices and student learning through deepening their inquiry work with the support of staff from HSTW and the QNFSC.

**How do you envision collaboration within teacher teams to improve teacher practices and student learning?**

Teacher teams strategically analyze teaching practices and writing samples for a focus group of students whom they share, to identify gaps in achievement and actionable next steps. Teacher team work is directly aligned to the school’s instructional focus and promotes the implementation of CCLS.

**How do you envision collaboration across teacher teams to improve teacher practices and student learning?**

Teacher collaborations across the school result in school-wide coherence around the writing strategies identified in the teacher inquiry teams, and improvements in teacher practice that lead to student mastery of specific skills, content and thereby goals. During weekly Instructional Cabinet meetings team members including the Principal, APs, PCTs, the CBO representative and other constituencies share data, findings, needs, and PD to facilitate communication, collaboration, improve teacher practice, improve parent involvement and improve student outcomes.

**What data will teachers and the School Instructional Cabinet regularly review to ensure that they are reflecting upon their teaching practices and meeting individual student learning needs? What is the intent for reviewing each piece of data? (ex. Teachers will regularly review student IEPs when developing lessons in order to ensure that tasks are appropriately scaffolded.)**
<table>
<thead>
<tr>
<th>Data Reviewed</th>
<th>Intent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marking period STARS reports</td>
<td>Review progress toward credit accumulation.</td>
</tr>
<tr>
<td>LICH grade gap reports</td>
<td>Review fidelity to cumulative grading by targeting teachers who have more than 15 point changes in grades from one marking period to the next.</td>
</tr>
<tr>
<td>LICH SLC Attendance &amp; Lateness Initiative Project Reports/Monthly Bulldog Blue Progress Reports by SLC, cohort and subgroup.</td>
<td>Review progress toward attendance goals weekly.</td>
</tr>
</tbody>
</table>

**Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

1. By June 2019 a minimum of 70% of students taking the Transitional or the new Global History and Geography Regents Examination for the first time will receive a grade of 65 or better as measured by January and June 2019 results on those examinations.

Please answer the following Question as it relates to meeting your Collaborative Teachers Annual Goal:

Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Collaborative Teaching Annual Goal?

- a) Rigorous Instruction ranges from 3.00 to 3.30.
- b) Strong Family-Community Ties ranges from 3.00 to 3.30.
### Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives: Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• CFG for targeted SLCs (HUC and AWE) of the findings of instructional rounds will provide regular feedback to the APs and Peer Collaborative Teachers (PCTs) using the Consultancy Protocol.</td>
<td>APs, PCTs</td>
<td>College &amp; Career Prep Index &amp; Regents Completion Rate</td>
<td>weekly</td>
<td>Principal, targeted CFG</td>
<td>Review of Noticings and Wonderings from Instructional Rounds at the Instructional Cabinet and SLC Leadership levels.</td>
</tr>
<tr>
<td>• Curriculum teams will meet during the school year to create and modify the curriculum and infuse literacy strategies to support students skills. Social Studies Department will work on Humanities WIT committee with ELA and ENL/HLA/LOT Department on Tier 2 and 3 Vocabulary aligned to US History enabling the ELA/ENL curriculum team incorporate</td>
<td>All teachers</td>
<td>College &amp; Career Prep Index &amp; Regents Completion Rate</td>
<td>Weekly Ongoing</td>
<td>Assistant Principals, PCTs, QNFSC coaches Assistant Principals, Director of School Renewal and QNFSC Coaches</td>
<td>Review of revised documents on Rubicon Atlas and Googledocs.</td>
</tr>
</tbody>
</table>
those words into mandated Collections Curriculum across grade bands.

<table>
<thead>
<tr>
<th>Social Studies course sequencing to be put in place:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• All 9th Graders – Global 9</td>
</tr>
<tr>
<td>• All 10th Graders – Global 10</td>
</tr>
<tr>
<td>• 10th and 11th Graders who have not passed the Global History Regents in 2018 – Global 10 plus AIS, using Mock Regents based on baseline or ISA student level data.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10th and 11th grade students</th>
</tr>
</thead>
<tbody>
<tr>
<td>College &amp; Career Prep Index&amp;Regents Completion Rate</td>
</tr>
<tr>
<td>Ongoing</td>
</tr>
</tbody>
</table>

| Assistant Principal Social Studies, SS Teachers |
| Review of revised documents on Rubicon Atlas and Googledocs. |

- SS teachers will engage in inquiry including designing uniform assessments and tasks, looking at student work and responding to the data through strategic instruction.

| Assistant Principal, all SS Dept. teachers |
| College & Career Prep Index&Regents Completion Rate |
| Weekly                                    |

| Assistant Principal Social Studies, SS Teachers |
| Review of revised documents on Rubicon Atlas and Googledocs. |

### 4b – 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.

Regular SLT Town Hall Meetings will provide progress monitoring on this academic achievement goal.

### Part 5 – Budget and Resource Alignment

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

- Scheduling of teacher programs to optimize communication.
- Scheduling of teacher programs to optimize inquiry and co-planning.
- Human resources will be leveraged, including 5 Assistant Principals also serving as Directors for Smaller Learning Communities. Dedication of Assistant Principal of Social Studies to that department’s initiatives.
- Instructional resources will be leveraged including the use of Peer Collaborative Teachers to lead inquiry twice a week in SLCs and provide PD.
Zone 126 provides resources as Lead CBO that include support for attendance as well as providing SAT preparation for all 11th graders.

School Based Option (SBO) used to add PD to time schedule each Wednesday, conducted by Assistant Principals.

Resources purchased to support new and expanded courses

Atlas Rubicon purchased for curriculum resources

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

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

By February 2019, scholarship reports for Global 10 and US History courses will indicate a 10% increase in students on track for passing their courses as compared to 2018 as measured by Monthly Bulldog Blue Marking Period Progress Reports.

Part 6b. Indicate the specific instrument of measure that is used to assess progress.

Monthly Bulldog Blue Progress Reports, New Visions Data Sorter, HEAT map and other ATS and STARS reports

Part 6c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. (Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 2 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).</td>
<td>X</td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</td>
<td>X</td>
</tr>
<tr>
<td>2.4 The school leader has a fully functional system in place aligned to the district’s Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.</td>
<td>X</td>
</tr>
<tr>
<td>2.5 Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

From the most recent IIT to the present, LICHS has ensured that the school community shares SMART goals, our mission, long-term vision, and core values that address the priorities outlined earlier in this RSCEP. The NYC Quality Reviews of April 2016 and March 2018 Quality Reviews (QRs) have demonstrated growth with respect to this Statement Of Practice (SOP), as evidenced by the increase in the number of indicators that have risen to Well Developed (7). School Leaders consistently used evidence based feedback to improve individual and school-wide practices specifically using the IIT Recommendation: “The school leader should immediately implement explicit tracking protocols to regularly monitor school goals, and revise where necessary, so that progress toward achieving goals is known at all times by school leaders, teachers, staff, students, and parents” resulted in the implementation of our “Noticings & Wonderings” protocol where each week, the Assistant Principals as well as other staff members conduct focused walk-throughs as SLC and Departmental team collaborations thereby collecting low inference evidence across the school for the “Noticings” statements that are generated. During SLC and Departmental team collaborations, the “Noticings” are reviewed and “Wonderings” are generated along with “Next Steps.” This transparent protocol has enabled the LICHS school community to show interim levels of impact in leadership practices, teacher practices, and student practices.

Part 2 – Summative Vision for Effective School Leadership

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

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

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

Formal and informal observations are conducted using the Danielson Framework with specific domains to be focused on, particularly in Domain 3 (teacher pedagogy). Teachers and their instructional supervisors meet initially to determine teacher goals for the year. Feedback is provided, focusing on a pre and post observation feedback model for the majority of classroom evaluations. Administrators and teachers participate in initial department wide walkthroughs to identify patterns and trends, thereby followed by weekly focused instructional walk-throughs where the Noticings and Wonderings protocol is used to gather data around instructional practices. The non-evaluative findings are shared with all departments and SLCs in order to address identified strategic shifts in pedagogy. Evaluative and non-evaluative feedback is based on observation cycles that are timely and provide clear, actionable feedback with time bound next steps.

Communication structures ensure shared accountability by all. All pedagogues participate in weekly PD on Wednesdays where common themes are personalized by department along with daily CPT meeting activities where data analysis occurs and finding are shared. Representatives from those activities share their team’s work with school leaders at weekly Leadership Committee meetings.

Through distributive leadership decisions are made with input from all representative constituencies. The Principal and Community School Director collaborate to support the school as a Community School. Open communication, and focused feedback build trust to enable all constituencies to take part in the decision making process at LICHS.

Based on extensive data analysis, the Renewal Committee has decided that improvement in the school’s graduation rate will drive our commitment to the Effective School Leadership component of the Capacity Framework. We were determined to achieve the benchmark set for us as a Renewal School of 72.3% for the 4 year graduation rate and we exceeded the original Renewal Benchmark by achieving a 75.57% graduation rate as of August 2018 for Cohort T.
According to the March 2018 NYC Quality Review indicator 3.4: High Expectations was determined to be Well Developed. Previous NYC Quality Reviews also indicated "Ten of 12 students interviewed knew what they needed to do to advance to the next level and what the requirements are for their graduation...The assistant principal, teachers and guidance counselors meet with students who are not meeting expectations, to agree on attendance goals and action steps to ensure that the students’ improve their performance. In addition, the guidance department leads workshops for students across grade levels, focusing on goal setting and requirements for graduation, promotion and college admission. Graduation and promotion requirements are also outlined in student friendly language in a student handbook. The handbook spells out expectations for academic and personal behavior, such as “evaluate yourself and your peers based on standard criteria”, and gives an overview of the Common Core Standards and their connection to learning goals for all content areas." This is facilitated by the SLC structures, through which all essential communication between and among staff, students, and families occurs.

Our partnership with Zone 126 the Community Based Organization (CBO) who's mission is driving community transformation for children and families in Astoria and Long Island City has been subsequently been strengthened based on these NYCDOE QR recommendations. The work of Zone 126 will be detailed in Part 2 and in section 7.

On which aspects of your own leadership do you plan to focus for the upcoming school year?

School Leaders will focus on providing regular effective and actionable feedback to improve student outcomes. During weekly Cabinet meetings, instructional leadership will share data, findings, needs, PD, observation summaries and "Noticings and Wonderings" findings to improve their capacity to support improved teacher practices and improve student achievement.

What is your vision for ensuring that everyone in your schools has a normed and shared understanding of the school’s vision, mission, and instructional focus?

The continuation of the Noticings and Wonderings protocol for Instructional Rounds at the teacher team and classroom levels will ensure that the vision, mission and instructional focus are understood by all constituencies. The protocol has become systemic at LICH S as a result of consistent implementation and staff by-in.

What is your vision for developing differentiated leadership throughout your school? How will you utilize teacher leaders to build broad capacity within your school?

SLC teacher teams and the levels of their differentiated supports throughout the school allow for the enhancement of teacher leadership at LICH S. The implementation of SLC CPT, Instructional Cabinet sharing, and multiple ways of regular transparent communication between and among constituencies have enabled distributive leadership where all stakeholders are heard.

How will the leader foster collaborative school governance processes, and ensure full family participation together with other stakeholders?

Full participation by all constituencies in SLT, SLC and Community School teams ensure that all constituencies have an active and reciprocal voice in the school’s governance process. The CBO representative, 2 Parent Coordinators and PA President collaborate with school leaders to ensure improved family participation. Finally Fall and Spring Family Night and Town Halls provide multiple opportunities to survey families.
How often will the school leader conduct observations? How quickly will school leader share actionable feedback with teachers? How will school leader ensure accuracy and provide support to teachers based on observation feedback?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Feedback Turnaround</th>
<th>Accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly</td>
<td>Weekly</td>
<td>Through weekly professional development and one on one feedback sessions among the Principal, Assistant Principal and Teacher.</td>
</tr>
</tbody>
</table>

What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with?

<table>
<thead>
<tr>
<th>Evidence-Based System</th>
<th>Support(s)</th>
<th>Collaborator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLC Daily Common Planning Time</td>
<td>Director APs, CPTs, BSTs, GCs, SWs</td>
<td>All staff in each of the 4 SLCs</td>
</tr>
<tr>
<td>NV Data Sorter</td>
<td>Data Team will regularly review with attendance team</td>
<td>Data Team, SLC Behavioral Attendance Team, SLC Academic Teacher Inquiry Teams</td>
</tr>
</tbody>
</table>

How will you organize student and teacher programs to ensure students’ needs are met? Fiscal capital?

Programming began Spring 2018 with a preliminary design program based on then current and programmatic choices by incoming 9th grade students through the NYCDOE Office of Enrollment. Student needs and projected new student needs following summer school and add over the counter zoned student enrollment, allowing for SLC choice. Teacher programs are designed to meet those needs. Each marking period reviews of student enrollment and program ensure student needs are met and academic outcomes are enhanced. Changes are made to student programs on a case by case basis, based on an SLC team review.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

By August 2019, the four year graduation rate of Cohort U will be at least 78.5%, 3% higher and exceeding the 2017-2018 August 2018 NYC Renewal Community Schools Program Benchmark performance of 75.57% for Cohort T as measured by RCO.

Please answer the following Question as it relates to meeting your Effective School Leadership Annual Goal:

Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Effective School Leadership Annual Goal?

a) 4 Year Graduation Rate ranges from 72.3% to 83.4%.

b) Strong Family Community-Ties ranges from 3.00 to 3.30.

c) Rigorous Instruction ranges from 3.00 to 3.30.
<table>
<thead>
<tr>
<th>Key Initiatives:</th>
<th>Target Group(s)</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The SLC structure designed to maximize impact on all critical areas: student achievement, attendance, discipline, credit accumulation, parent engagement, and social emotional development.</td>
<td>All students</td>
<td>Graduation Rate</td>
<td>Ongoing</td>
<td>All SLC staff, all departments, all Administrators</td>
<td>SLC data indicating improvements in credit accumulation</td>
</tr>
<tr>
<td>Students have regular access to Social Workers, Guidance Counselors, their teachers when not assigned to teach a class, BSTs, and the SLC Director/AP in the central location of the HUB.</td>
<td>All students</td>
<td>Graduation Rate</td>
<td>Ongoing</td>
<td>APs, GCs, SWs, BSTs, SLC teachers</td>
<td>SLC data indicating student's meeting with SLC staff members</td>
</tr>
<tr>
<td>Guidance Counselors, SLC Teacher Teams and Leadership review report cards and &quot;line skeds&quot; for students failing 1 or more courses. Case conferencing takes place ongoing and letters are mailed.</td>
<td>All students</td>
<td>Graduation Rate</td>
<td>Ongoing</td>
<td></td>
<td>SLC case conferencing</td>
</tr>
<tr>
<td>For subsequent marking periods, guidance counselors review and discuss with SLCs the PASS/FAIL report. Students on this report are flagged and conferenced. Parent meetings are scheduled.</td>
<td>Graduation Rate</td>
<td>Ongoing</td>
<td>All SLC team members</td>
<td>logs indicate staff-student interactions</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
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<td>---</td>
<td></td>
</tr>
<tr>
<td>Overall trends of 15 point fluctuations are identified by AP Data and discussed with teachers and departmental APS.</td>
<td>Graduation Rate</td>
<td></td>
<td>APs, GCs,</td>
<td>SLC data indicating student/family communications</td>
<td></td>
</tr>
<tr>
<td>Attendance &amp; Lateness Initiative addresses individualized graduation requirements. Monthly Bulldog Blue Progress Reports provide all students, staff and families with a real-time snapshot on a monthly basis of student progress for credits, attendance and regents progress.</td>
<td>Graduation Rate</td>
<td>Each marking period</td>
<td></td>
<td>SLC data indicating positive trends</td>
<td></td>
</tr>
</tbody>
</table>

All students | | | | |
<table>
<thead>
<tr>
<th>All students</th>
<th>Graduation Rate</th>
<th>Each marking period</th>
<th>All SLC team members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected students</td>
<td>Graduation Rate</td>
<td>Ongoing</td>
<td>Improved performance of cohort students</td>
</tr>
<tr>
<td>● Frequent cycles of observation include pre- and post-observation conferences, following the Danielson Framework for Teaching, provide all teachers with feedback that is designed to improve pedagogy to meet the needs of all students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● PD for ICT teacher pairs to become more effective in their collaboration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participating teacher pairs</td>
<td>Graduation Rate</td>
<td>Weekly</td>
<td>HSRI Coaches</td>
</tr>
<tr>
<td></td>
<td>Improved data indicating a reduction in the gap between general edu. students and student with IEPs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The SLC supports family involvement through the activities of the staff with:

- attendance outreach,
- Case Conferencing
- inquiry teacher collaboration and communication
- Celebration events

<table>
<thead>
<tr>
<th>Senior Assembly is conducted each October discussing graduation requirements, attendance and behavioral expectations.</th>
<th>All cohort students</th>
<th>Graduation Rate</th>
<th>October 2018 with individualized follow-up</th>
<th>All staff Assistant Principals, PCTs, SLC teacher members</th>
<th>SLC data indicating improvements in credit accumulation</th>
</tr>
</thead>
</table>

### 4b – 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.

Parent engagement will happen during monthly outreach meetings with Senior Leadership Team, led by SW who is Senior Advisor and a Senior Intervention Team and at regular SLT Town Hall meetings.

### Part 5 – Budget and Resource Alignment

**Part 5a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
- Scheduling of teacher programs to optimize case conferencing and parent and attendance outreach.
- SLC teams meet with GCs, BSTs, Attendance Teach
- Weekly Attendance team meetings
- Cabinet level inquiry around attendance and graduation rate increases.
- Targeted AIS courses added to student programs.
- CBO and Parent Coordinators provide parent outreach
- Scheduling of teacher programs to optimize inquiry and co-planning.
- Human resources will be leveraged, including 5 Assistant Principals also serving as Directors for Smaller Learning Communities.
- Instructional resources will be leveraged including the use of Peer Collaborative Teachers to lead inquiry twice a week in SLCs and provide PD
- Zone 126 provides resources as Lead CBO that include support for attendance as well as providing SAT preparation for all 11th graders.
- School Based Option (SBO) used to add PD to time schedule each Wednesday, conducted by Assistant Principals.
- Resources purchased to support new and expanded courses
- Atlas Rubicon purchased for curriculum resources

<table>
<thead>
<tr>
<th>Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>[X] Tax Levy</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

By February 2019 the Bulldog Blue Progress Report, taken from the Progress to Graduation Tracker will indicate 70% of students will be on-track or almost on-track for graduation by August 2019.

**Part 6b.** Indicate the specific instrument of measure that is used to assess progress.

New Visions Data Sorter and other ATS and STARS reports captured for students and their families on Monthly Bulldog Blue Progress Reports and in daily reports to students and parents on Skedula.

**Part 6c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties**: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

### Part 1 – Needs Assessment

#### Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the</td>
<td></td>
</tr>
<tr>
<td>appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their</td>
<td></td>
</tr>
<tr>
<td>high expectations for student academic achievement.</td>
<td>X</td>
</tr>
<tr>
<td>6.3 The school engages in effective planning and reciprocal communication with family and</td>
<td></td>
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<tr>
<td>community stakeholders so that student strength and needs are identified and used to</td>
<td></td>
</tr>
<tr>
<td>augment learning.</td>
<td>X</td>
</tr>
<tr>
<td>6.4 The school community partners with families and community agencies to promote and</td>
<td></td>
</tr>
<tr>
<td>provide training across all areas (academic and social and emotional developmental health) to</td>
<td></td>
</tr>
<tr>
<td>support student success.</td>
<td>X</td>
</tr>
<tr>
<td>6.5 The school shares data in a way that promotes dialogue among parents, students, and school</td>
<td></td>
</tr>
<tr>
<td>community members centered on student learning and success and encourages and</td>
<td></td>
</tr>
<tr>
<td>empowers families to understand and use data to advocate for appropriate support services</td>
<td></td>
</tr>
<tr>
<td>for their children.</td>
<td>X</td>
</tr>
</tbody>
</table>

#### Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

Based on extensive data analysis, the Renewal Committee has decided that improvement in the school’s graduation rate will drive our commitment to the Strong Family-Community Ties component of the Capacity Framework. We are determined to achieve the benchmark set for us as a Renewal School of 72.3% for the 4 year graduation rate.

Quality Review indicator 3.4: High Expectations has been determined to be Well Developed since 2015. The May 2018 findings indicated "Ten of 12 students interviewed knew what they needed to do to advance to the next level and what the requirements are for their graduation...The assistant principal, teachers and guidance counselors meet with students who are not meeting expectations, to agree on attendance goals and action steps to ensure that the students’ improve their performance. In addition, the guidance department leads workshops for students across grade levels, focusing on goal setting and requirements for graduation, promotion and college admission. Graduation and promotion requirements are also outlined in student friendly language in a student handbook. The handbook spells out expectations for academic and personal behavior, such as “evaluate yourself and your peers based on standard criteria”, and gives an overview of the Common Core Standards and their connection to learning goals for all content areas." This is facilitated by the SLC where most of the communication between staff, students, and families occurs.

The December 2014 IIT recommended: “The school leader should immediately establish collaboration among leaders, teachers, student support staff, students, and parents to implement a system of protocols to identify, address, and monitor the social and emotional developmental health needs of the diverse population of students in the school.” Upon reflecting how the school has addressed this SOP, while protocols for communication between staff and students and their families are in place to ensure that academic success is of highest priority at LICHs, it had not impacted
students’ academic, social and emotional outcomes as intended. Modifications in the SLC structure have addressed that weakness. The IIT found the following strengths:

- The structure of SLC supports students and families with Behavioral Support Teacher, Lead Teacher (now called Peer Collaborative Teachers: PCTs with revised responsibilities to address changes in the SLC structure), Social Worker. In each SLC one day of the week is dedicated to Case Conferencing.
- The SLCs supports have created activities to engage families beyond our Open Houses and Freshman Orientation for incoming students. SLC events, Honor Roll and Perfect Attendance ceremonies, “Most Improved” ceremonies are celebrated with impressive turnout by all constituencies.

Our partnership with Zone 126 the Community Based Organization (CBO) who’s mission is driving community transformation for children and families in Astoria and Long Island City has been subsequently been strengthened based on those recommendations. The work of Zone 126 will be detailed Part 2 and in section 7.

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**Part 2 – Summative Vision for Strong Family and Community Ties**

<table>
<thead>
<tr>
<th>What is your vision for having strong family and community ties at your school?</th>
</tr>
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<tbody>
<tr>
<td>Zone 126 in collaboration with Long Island City High School will work to host 2 summits (Family Night and Community School Breakfast-Forum) in which parents and students of the school community have the opportunity to meet and better understand the full scope of the partnership, and all the school has to offer. Zone 126 and their partners will continue to provide workshops for families on how to communicate effectively with their child and how to support the holistic development of the student. In addition, parent workshops will focus on strengthening the communication between home to school life.</td>
</tr>
</tbody>
</table>

Zone 126’s Community School Director is part of the team that welcomes all incoming 9th grade students at Freshmen Family Orientations. Zone 126 reaches out to all incoming 9th grade students’ parents via phone, email or regular mail to ensure families understand the Community School model and participate in the Summer Bridge Program.

The Community School Director provides regular updates at the weekly Community School Team Meetings on achievements, concerns and needs to support the collaboration.

Zone 126 in collaboration with Long Island City High School will continue to bring professional development trainings for teachers to support academic and socio-emotional initiatives.

Zone 126 will continue their support in the College and Career readiness benchmark by providing mentoring services and assistance in helping plan a path to entrance beyond their high school life.

Long Island City High School has always provided Zone 126 (the CBO) with a dedicated space within the school. Through the Community Schools efforts, the Principal has designated a larger space. The room is the central space for Zone 126 partners that will help coordinate and roll out services with. Zone 126 will work with Long Island City High School, located in Room 650 and within access to the student cafeteria, into a resource area for students to utilize and build parent/family engagement from there.
Zone 126 will host several workshops for families to introduce them to the different program options of Long Island City High School through its neighboring school and continuing to bridge the pipeline.

As of September 2018, Zone 126 has been awarded a USDOE full-service community school grant to implement a neighborhood community school strategy for Pre K-12 grades that include PS 171Q Peter G. Van Alst Elementary School, a Pre-K-5th grade school and IS 126Q Albert Shanker, for Visual & Performing Arts from 6th-8th grades. This USDOE award was building upon the successes of the NYCDOE Community School grant at Long Island City High School.

Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will administrators, teachers, school staff and school safety officers be given to help create a welcoming environment? Will there be a dedicated space for families in the school?

Every May and June, LICHS and Zone 126 participate in articulation for the rising 9th graders at their middle schools. This introduction helps address program needs and promote the Summer Bridge Program. All incoming Freshmen who are identified as at-risk or chronically absent receive a home visit to emphasize the importance of daily attendance. Our four SLC hubs in Room 585, 548, 212 and 127 are supportive spaces for our school community. Finally, Room 185, home of our two Parent Coordinators is also the welcome space for families.

How will the school identify and develop families to take leadership roles in school decision making/school governance structures?

In the beginning of the school year, LICHS and Zone 126 host a Fall Community School Forum that is targeted to engaging families and identifying emerging parent leaders. Also, the school hosts Breakfast with the Principal two Fridays per month to allow any parent to express important perspectives on school and student structures.

How will the school engage the community and families? How will they ensure that teachers are able to learn from families about the children being taught?

The use of Pupilpath and the teachers’ required use of Skedula, as per the school wide grading policy provides weekly opportunities for reciprocal communication. The implementation of two SLC cohort connected Parent Coordinators ensure that information is provided to families and children in the students’ and families’ preferred language.

What types of supports does the school provide to families to encourage them to take an active role in what their child is learning?

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupilpath</td>
<td>Reciprocal community and communication building.</td>
</tr>
<tr>
<td>Two Parent Coordinators</td>
<td>Targeted cohort support</td>
</tr>
<tr>
<td>Implementation of CCNY school based mental health clinic</td>
<td>De-stigmatization of mental health outreach.</td>
</tr>
</tbody>
</table>
### How do families partner with the school and CBO to support student success? Will there be dedicated space for families?

<table>
<thead>
<tr>
<th><strong>Family partnerships with school:</strong></th>
<th>All incoming Freshmen were invited to join the Summer Bridge Program via Welcome letter from LICHS and Zone 126 and 113 participated. All incoming Freshmen who are at-risk or chronically absent in order set the standard and emphasize the importance around daily attendance. All new staff to LICHS will partake in a 2-hour orientation on Community Schools and the role of the lead CBO in helping to fulfill the Community School Vision. The Parent Coordinators’ space is also the welcoming space for families.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family partnerships with CBO:</strong></td>
<td>By August 29, 2018 the Freshmen class was contacted by Zone 126 staff and introduced to their role in our Community School. Zone 126 staff members will invite parents to the upcoming Parent Association Meetings and Coffee and Conversation sessions.</td>
</tr>
<tr>
<td><strong>Is there dedicated space for these partnerships?</strong></td>
<td>The Community Schools office is a central location. Other CBOs, based on need, are provided dedicated support services through the model in the 345 suite.</td>
</tr>
</tbody>
</table>

### What is your vision for the role the school will take in providing access adult education classes within the community?

LICHS’s vision is aligned with Zone 126’s vision for every child to graduate from high school prepared for college, and enter the workforce equipped with the skills needed to thrive in a 21st century world. Zone 126 has a linkage agreement with NYC DOE OACE to provide adult education courses to parents/families at Long Island City High School. After doing an initial scan at the beginning of the school year, the Community School Director in collaboration with the Vice President of Collective Impact Partnerships will make a determination if enough adults are available to participate in an ESL, TASC or Digital Literacy class that can be housed at the school, or referred to the neighboring schools PS 171Q, and/or IS 126Q where Zone 126 also partners in adult education.

### What data and student progress feedback loops will be present at the school to ensure that families knowledgeable of their children’s scholastic success?

Regular opportunities for families to meet with SLC teacher teams will provide opportunities for parents to regularly receive feedback on their children’s progress.

### Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

The 2018-2019 student attendance rate will be 88.5%, exceeding the school’s 2018 performance of 85.6% attendance rate by reducing absenteeism in periods 1, 2, 9 and 10.

Please answer the following Question as it relates to meeting your Strong Family and Community Ties Annual Goal: Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Strong Family and Community Ties Annual Goal?
<table>
<thead>
<tr>
<th>The 2017-2018 NYC Renewal Schools Program Benchmark for Student Attendance ranges from 85.3% - 91.1%.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The 2017-2018 NYC Renewal Schools Program Benchmark for Strong Family-Community Ties ranges 3.00- 3.30.</td>
</tr>
</tbody>
</table>
### Part 4 – Action Plan

#### Key Initiatives:
Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline</th>
<th>Key Personnel</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>● All students</td>
<td>Attendance each marking period</td>
<td>Ongoing</td>
<td>APs, PCTs, SWs</td>
<td>Increased student participation at celebrations &amp; increased school wide. daily &amp; YTD attendance</td>
</tr>
<tr>
<td></td>
<td>All students</td>
<td>Weekly at SLC and Daily</td>
<td>APs, PCTs, SWs</td>
<td>Increased daily and YTD attendance</td>
</tr>
<tr>
<td></td>
<td>All students</td>
<td>Weekly at SLC and daily</td>
<td>APs, PCTs, SWs</td>
<td>Increased daily and YTD attendance</td>
</tr>
<tr>
<td></td>
<td>All students</td>
<td>Weekly at SLC</td>
<td>APs, PCTs, SWs</td>
<td>Increased daily and YTD attendance</td>
</tr>
<tr>
<td></td>
<td>All students</td>
<td>At end of each marking period</td>
<td>APs, PCTs, SWs</td>
<td>Increased daily and YTD attendance</td>
</tr>
<tr>
<td></td>
<td>All students</td>
<td>Ongoing</td>
<td>APs, PCTs, SWs</td>
<td>Increased daily and YTD attendance</td>
</tr>
</tbody>
</table>

#### Target Group(s)
Who will be targeted?

- All students

#### Which Benchmark(s) indicated above does this initiative target?

- Attendance

#### Timeline
What is the start and end date?

- Each marking period
- Weekly at SLC and daily
- At end of each marking period
- Ongoing

#### Key Personnel
Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)

- APs, PCTs, SWs

#### How will you assess the interim progress of the initiative?
(ex. decrease in serious incidents, increase in students participating Big Sibs program)

- Increased student participation at celebrations & increased school wide. daily & YTD attendance

---

- Guidance Counselors conduct specific classroom lessons and assemblies on graduation requirements, student programming and support services.
- All students
- Attendance
- Ongoing throughout the year
- GCs, SWs
- Decrease unexcused absences & increased daily attendance
- Decrease unexcused absences,
Social workers conduct classroom lessons on time & stress management, anti-bullying and mental health issues.

AVID program provides students with additional supports including: "buddy" system, mentoring, individualized conferencing with AVID teacher on goal setting, time and stress management, team building.

Leadership students "big brother/big sister" mentoring & tutoring

PSAL participation contingent on academic & attendance requirements. Coaching staff supports students on teams

<table>
<thead>
<tr>
<th>Social workers conduct classroom lessons on time &amp; stress management, anti-bullying and mental health issues.</th>
<th>AVID program provides students with additional supports including: &quot;buddy&quot; system, mentoring, individualized conferencing with AVID teacher on goal setting, time and stress management, team building.</th>
<th>Leadersh</th>
<th>Attendance</th>
<th>Daily</th>
<th>AVID teachers</th>
<th>Improved attendance of students in AVID program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected students</td>
<td>Leadership mentor/tutors one-on-one with individual students</td>
<td>COSA Coaches, AP PE</td>
<td>Impro</td>
<td>Attendance</td>
<td>Daily</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Attendance</td>
<td>Attendance</td>
<td>Improved attendance of student on teams</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Part 5 – Budget and Resource Alignment

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

- Weekly meeting are scheduled between leadership and the Zone 126’s onsite representative.
- Monthly meetings between school staff and Zone 126 leadership
- SLC members meet daily
- Weekly PD is supplemented by off-site PD for PCTs, APs, teachers
- HSRI coaches provide targeted PD
- Scheduling of teacher programs to optimize inquiry and co-planning.
- Human resources will be leveraged, including 5 Assistant Principals also serving as Directors for Smaller Learning Communities.
- Instructional resources will be leveraged including the use of Peer Collaborative Teachers to lead inquiry twice a week in SLCs and provide PD
- Zone 126 provides resources as Lead CBO that include support for attendance as well as providing SAT preparation for all 11th graders.
- School Based Option (SBO) used to add PD to time schedule each Wednesday, conducted by Assistant Principals.
- Resources purchased to support new and expanded courses
• Atlas Rubicon purchased for curriculum resources

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>[x]</td>
<td></td>
<td>[x]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[]</td>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Similar to your Annual Goal, your mid-point benchmark should be **Specific, Measurable, Achievable, Relevant, and Time-bound.**

By February 2019 the attendance rate will be at least 87.5% as per the NYCDOE ATS reports and the New Visions Heat Map data.

**Part 6b.** Indicate the specific instrument of measure that is used to assess progress.

- New Visions Heat Map, Bulldog Blue Monthly Progress Reports and other ATS and STARs reports.

**Part 6c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 6: Expanded Learning Time (ELT) Program Description

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

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2018-19 school year. Goals for ELT should align to the Renewal Benchmarks. How will the school will ensure that all students’ individual needs are served during the Renewal ELT and how the school’s vision for ELT will impact both academic achievement and social emotional growth? Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

The ELT program with rigorous instruction and strong family community ties will result in achieving the attendance goal of 88.5% by June 2019.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?

<table>
<thead>
<tr>
<th></th>
<th>Voluntary</th>
<th>Compulsory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renewal ELT</td>
<td><img src="Voluntary" alt="志愿" /></td>
<td><img src="Compulsory" alt="强制" /></td>
</tr>
</tbody>
</table>

Renewal ELT – Describe what accountability structures the school will employ to ensure participation of all students, including special populations, will participate fully in Renewal ELT.

Additional ELT - If there is a voluntary ELT program in addition to the compulsory Renewal ELT, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.

NA

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to all students in the school.

Describe how the school will meet the following SED requirements for an ELT program:

- How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging?
- How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?
  - Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
  - Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
  - What new content areas and opportunities will be offered to students? How will the school ensure all IEP and language mandates are met during ELT?
  - Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
  - Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
<table>
<thead>
<tr>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?</td>
</tr>
<tr>
<td>What content will be led by pedagogical staff and what content will be led by CBO partners?</td>
</tr>
<tr>
<td>How will the school best utilize CBO partners to impact student achievement?</td>
</tr>
<tr>
<td>How will effective outreach be conducted to families?</td>
</tr>
<tr>
<td>How will programming be made easily accessible to students and families in order to encourage participation?</td>
</tr>
</tbody>
</table>

**EXTENDED LEARNING TIME PROGRAM 2018–2019**

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

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

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

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

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

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

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

The program is staffed with licensed teachers in the core academic areas as well as Special Education, ESL and Physical Education. The use of Castle Learning and peer tutors as well as small group instruction addresses the individualized needs of the participants. Students targeted for Regents preparation are programmed and mandated to attend. Rosters of mandated students are distributed to SLC teams for outreach and additional support.
The 2017-2018 program at Long Island City High School will provide more than one hour of total Extended Learning Time for each student. The additional block of time for each student through participation in a variety of targeted activities may include Rewards. Think Through Math (Imagine Math) other AIS courses for lowest third in each SLC for no credit, SLC Lunch and Learn and/or participation in the Long Island City High School Achieve Now program.

Targeted ELT will begin before period 1 and allows students to enter the building early, have a nutritious breakfast in our multi-purpose room and catch up on assignments, using Castle Learning software, which provides students individualized hands on tutorial system, receive tutoring from licensed teachers and peer tutors. During breaks, students can engage in a game of ping pong and socialize with their peers helping to promote social and emotional growth. A Behavior Support Teacher (BST) is also assigned to assist with academic and social challenges.

**SLC focused Small Group Instruction for the 2018–2019 for students with disabilities in this school year will move from successfully and specifically targeting students who scored between 45 and 64 on the Regents exams needed for graduation. This scheduled 5 day academic intervention incorporate content teacher Small Group Instruction 3 days a week, mandated and at risk counseling, Castle Learning and Portfolio work. Teachers of this program update student progress on Skedula.**

**Long Island City High School Achieve Now**

The LICHS Achieve Now Program provides students with documented academic and behavioral struggles an environment that is more self contained and focused on academic work, social progress and positive student outcomes. A dedicated guidance counselor, social worker and cadre of carefully selected and supported teachers and other staff help students focus on the path to return to productivity at Long Island City High School.

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

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

**Part 4 – ELT Program Implementation and Oversight**

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

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.

2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

3. How will the school assess the impact of ELT on individual student achievement and social emotional development?
The ELT program is staffed with licensed teachers in the core academic areas as well as special education, ENL and physical education.

The after school Zone 126/LICHS ELT PM school program incorporating community partners will be a critical support for our Community School’s initiative. Our Community School Leadership Team has reviewed all supports, asking that they be cohesive and not duplicative. After School, clubs promote social emotional growth. Academic clubs focus on student achievement, proficiency and mastery scores on the Regents examinations.

The Principal and Assistant Principals of Supervision and PPS will supervise the ELT program as part of their supervisory and instructional focus. The ratio is 1 Assistant Principal per 250 students, 9 Assistant Principals of Supervision, Culture, Pupil Personnel Services and Data.

Part 5 – ELT Budget and Resource Alignment

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

All pedagogues will participate in elements of the ELT program including: teaching, programming, monitoring during the school year, before and after the regular school day, on Saturdays and on holiday weeks in "vacation academy" programs. Instructional supplies will be purchased to support the program.

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

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

<table>
<thead>
<tr>
<th></th>
<th>21st Century</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[X]</td>
<td>[X]</td>
<td>[X]</td>
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<td>[X]</td>
<td>[X]</td>
</tr>
<tr>
<td>[X]</td>
<td>Title I 1003(a)</td>
<td>[X]</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>[X]</td>
</tr>
<tr>
<td></td>
<td>[X]</td>
<td>[X]</td>
<td>[X]</td>
<td>[X]</td>
<td>School Achievement Funding</td>
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<td>[X]</td>
<td>[X]</td>
<td>[X]</td>
<td>[X]</td>
<td>Other</td>
<td>[X]</td>
</tr>
</tbody>
</table>

Part 6 – ELT Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound and aligned to the school’s Renewal Benchmarks.

Principal and Assistant Principals of Supervision will monitor ELT programs at 1/250 student ratio.

● Long Island City High School will engage in ongoing progress-monitoring cycles, including weekly attendance monitoring.

● By January 2019, School wide attendance will be at least at 87.5%

Part 6b. Indicate the specific instrument of measure that is used to assess progress.

Bulldog Blue Montly Progress Reports by Cohort and by SLC, ATS and STARs reports.

Part 6c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 7: Community School Description

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

Part 1 – The Community School Program Goal(s)

Indicate the summative goal(s) of the Community School program for the 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

By June 2019, there will be a 5% increase in the number of students in Cohorts U,V & W achieving an 80 or above on the Common Core English Language Arts Regents and/or an 80 or above on a Common Core Mathematics Regents, enabling LICHS to grow significantly on the School Quality Guide College and Career Readiness Preparatory Course Index.

The 4-year Graduation Rate ranges from 72.3% to 83.4%

Progress toward Graduation- Years 2 and 3 ranges from 58.5% to 62.3%

College and Career Preparatory Course Index ranges from 36.2% to 51.1%

Rigorous Instruction ranges from 3.00 to 3.30

Regents Completion ranges from 53.4% to 62.1%

The 2018-2019 Attendance benchmark for our school is 88.5%.

The collaboration between LICHS and its partner CBOs will enable the school to meet the RSCEP goals.

Please answer the following Question as it relates to meeting your Community School Program Annual Goal:
Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Community School Program Annual Goal?

The 2016-17 NYC Renewal Schools benchmark for attendance for our school is 86.3%, a growth of 1% over our 2015-16 target.

The 2016-17 NYC Renewal Schools benchmark for graduation rate for our school is 72.3%, a growth of 4.7% over the 2015-15 target.

The Regents Completion Rate benchmark for 2016-17 of 53.4% is a growth from the 2015-16 benchmark of 47.4%

The 2016-17 College and Career Preparatory Course Index benchmark is 36.2% The 2015-16 goal was 34.2%.

Part 2 – Community School Program Description

Part 2a. Identify the CBO partnerships that you will develop, their target student population(s), and scope of the services provided. As well as supporting schools’ supportive environment and attendance work, CBO’s should be helping to support your school’s instructional focus.

<table>
<thead>
<tr>
<th>Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zone 126</td>
<td>Whole school</td>
<td>Lead collaboration with all other s that support the LICHS school</td>
</tr>
</tbody>
</table>

2018-19 RSCEP-R 60
- The Child Center of New York
- enAct
- Alvin Alley Dance Program
- Camp Herrlich
- The Child Center of New York
- HANAC Summer Youth 100 Initiative; School-Based SYEP
- The Metropolitan Opera
- NYC Heath & Hospitals: Gotham Medical Clinic
- Sprint One Million Hotspot Project
- Vision Screening Initiative
- HANAC Summer Youth 100 Initiative: School-Based SYEP

Whole school

- Youth Development programs (Safe Dates) and Healthfulness Center open for students and families and professional development; Universal and Targeted Services
- Socio-emotional evidence based theater arts program for in-school and after school program and provide family engagement workshops
- Movement and dance program for in-school and after school featuring African Dance
- Sleep-away Summer Camp Counselors-in-Training program to build leadership and strong communication skills
- Youth development programs (Safe Dates), Healthfulness Center open for students and families and
professional development; Universal and Targeted Services

- 100 students receive a guarantee spot for the Summer Youth Employment Program and CareerCLUE Program
- The Met’s HD Live in Schools Program featuring educational resources and in-person events making opera accessible to students
- Medical and Socio-Emotional Clinic providing supplementary care to our students including physicals
- Free wi-fi 3G hotspot to every family at Long Island City High School for their child’s entire high school career
- Students receive free eye exams and a free pair of eyewear if needed
- 100 students receive a guarantee spot for the Summer Youth
| Employment Program and CareerCLUE Program | Grades 10 & 11 Culinary Program | Food rescue program that educates a path to a food-secure and nutritious eating habits |
| City Harvest | All Staff | Mindfulness Yoga for Serenity Space |
| Little Flower Yoga: The School Yoga Project | Grade 9 | Art-expansion education program increasing student self-awareness through sculptures |
| Socrates Sculpture Art Park | | |

| Let's Get Ready | Grade 10 & 11 | Free 10 and 11th grade SAT prep classes and college readiness program weekday evenings focusing on Evidence Based Reading and Writing and Math sections |
| Community Word Project (CWP) | Grade 10, Grade 11, Grade 12; ELL/ENL population | Collaborative arts residency program that combines literacy and theater |
| St. John’s Gear Up Program | Grade 10 & 11 | Academic core content support and providing |
Part 2b. Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to partner with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the asset and needs assessment process, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.

2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the asset and needs assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. In completing this section, ensure that you think about how: (1) the right services are provided to the right students and families at the right time; and (2) how you will seamlessly coordinate services with instructional programming happening throughout and outside of the school day. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.

3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, actively participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly meetings and Community School Forums engaging families and community stakeholders will be a critical part of this family engagement strategy. Describe how you will implement this aspect of the work.

4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools – including the New Visions Data Sorter - and training will be available for schools to use. Indicate how you will implement this aspect of the work.

Zone 126 was selected as the lead agency for Long Island City High School in building out the Community School Initiative and coordinate the partnerships with other CBOs that support the school. Zone 126 is a local non-profit who is driving community transformation for children and families living in Astoria/Long Island City's concentrated pockets of poverty. The organization has been working with 3 neighborhood NYCDOE schools that are attended by the majority of children living in the three public housing development: Astoria Houses, Ravenswood and Queensbridge. To date, we have partnerships with the following: Camp Herrlich, The Child Center of New York, City Parks Foundation, City Growers, City Harvest, City Year New York, Community-Word Project, CUNY QCC, enACT, Jacob A. Riis Neighborhood Settlement House, Legal Outreach, NYU Langone Medical Center, The Parent-Child Home Program, Urban Upbound, Year Up New York, The Floating Hospital, HANAC, Summer Advantage USA, Little Flower Yoga, Global Kids, and the Variety Boys and Girls Club.

As of September 2018, Zone 126 has been awarded a USDOE full-service community school grant to implement a neighborhood community school strategy for Pre K -12 grades that include PS 171Q Peter G. Van Alst Elementary School, a Pre-K -5th grade school and IS 126Q Albert Shanker, for Visual & Performing Arts from 6th-8th grades. This USDOE award was building upon the successes of the NYCDOE Community School grant at Long Island City High School.
Zone 126 has been trained by Dr. Karen Mapp in the Family and Community Engagement strategies in October 2013 that have been proven results in not only increasing parent involvement in the schools. Zone 126 also has strong ties in the community with elected officials, the public housing Resident Tenant Association and local businesses. Zone 126 follows the USDOE Family-School Partnership Framework, staff will continue professional development on building respectful and trusting relationships.

The Zone 126 VP of Collective Impact Partnerships will take the lead as the CBO Supervisor to support the development of the Community School Team, which will be comprised of the Principal, and important Community members.

The Zone staffing structure that will execute the Community School Initiatives will be the CBO Supervisor and the Zone 126 CSD.

- Individual meetings with CBO partner organizations to create an Implementation Action Plan. The plan will include the program description, expected outcomes, evaluation methodology and program logistics.
- The Zone 126 CSD will oversee the progress of each CBO partner program launch progress.
- The Zone 126 CSD will participate in the SLT, CST, SLC Leadership, Instructional Cabinet, Attendance Meetings, CSD Convening and partner meetings

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

Zone 126 will continue to conduct outreach practices to support Attendance Initiatives including school lateness and reducing chronic absenteeism.

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**Part 3 – Community School Program Implementation and Oversight**

**Part 3a. Key Staff and Partners**

1. Name and describe the scope of involvement of all community partners working in the school (include partners supporting ELT, counseling, enrichment, etc.)
2. Name the members of your Community School Team and how meetings will be organized and structured to engage all stakeholders and be focused on results.
3. Explain data strategies including the use of the data sorter, and steps that the school will take to ensure that the appropriate interventions are provided to the right students

Zone 126 in collaboration with Long Island City High School has a Community School Director that fits both the school and the CBO structure. The Community School Director has been on staff with Zone 126 since January 2014 and was co-selected by Zone 126 and the SLC Leadership to support the school’s efforts with parent and family engagement.
The CSD along with the Zone 126 CBO Supervisor will sit on the School Leadership Team (SLT). Zone 126 has a portfolio of 21 partner organizations that provide services from cradle to career that have either leveraged funding or take part in a co-funding strategy to scale programs and services.

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

<table>
<thead>
<tr>
<th>Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zone 126 will coordinate and support implementation of ELT and mental health/wellness components. The ELT will have programs focused on academics, socio-emotional development, youth development and enrichment through the arts. The mental/health wellness program at Long Island City High will continue their services with Child Center of New York (CCNY) and collaborate with with NYC Health &amp; Hospitals Gotham Medical Clinic.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 3c. Timeline for implementation and completion, including start and end dates.</th>
</tr>
</thead>
</table>
| • Weekly Community School Team Meetings Period 3  
• September: Family Night  
• May: Community School Forum  
• Program roll-outs happen in July 2018 through May 2019  
• SLT Dates: Monthly as published |

<table>
<thead>
<tr>
<th>Part 3d. Mental Health Work Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Separate from this RSCEP, schools will complete a Mental Health Work Plan that will become an addendum to this document.</td>
</tr>
</tbody>
</table>
**Section 8: Academic Intervention Services (AIS)**

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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 <em>(For additional guidance, refer to NYSED's memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
</table>
| **English Language Arts (ELA)** | ● Students who have not scored a 65 on the ELA regents  
● Students who are not on target for credit accumulation in the English subject area | AIS course  
SLC Lunch and Learn Extended Day  
Blended Learning Saturday Academy  
SLC Tutoring in ELA Pilot Rewards Program (All SLCs) SGI | Small Group  
Small Group Classroom  
Classroom Small group  
Small Group 1-10 Classroom | During School Day  
During School Day After School Day  
Before and during School Day After School Day  
During School Day Lunch Periods ELT |
| **Mathematics** | ● Students who have not scored a 65 on the Integrated Algebra or Common Core Algebra regents  
● Students who are not on target for credit accumulation in the Mathematics subject area | AIS Course  
SLC Lunch and Learn Extended Day  
Blended Learning Saturday Academy  
SLC Tutoring in Mathematics Pilot Think Through Math Program (LANG) | Small Group  
Small Group Classroom  
Classroom Small group  
Small Group Classroom 1:10 Classroom | During School Day  
During School Day After School Day  
Before and during School Day After School Day  
During School Day ELT Lunch Periods |
<table>
<thead>
<tr>
<th>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</th>
<th>Students identified by Pupil Personnel Team, SLC Teacher teams, Social Workers, Guidance Counselors, Deans, BSTs and by parental request. At-risk School Assessment Team Social Worker will provide services as needed.</th>
<th>Achieve Now Apex Blended Learning Group Counseling One-on-one counseling</th>
<th>Classroom Online Small Group Individual office</th>
<th>During School Day During School Day During School Day During School Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>• Students who have not scored a 65 on the Living Environment regents. • Students who are not on target for credit accumulation in the Science subject area.</td>
<td>AIS course SLC Lunch and Learn Extended Day PM School Blended Learning Saturday Academy SLC Tutoring in Science SGI</td>
<td>Small Group Small Group Classroom Classroom Small Group Small group 1:10</td>
<td>During School Day During School Day After School Day Before and during School Day After School Day During School Day Lunch Periods</td>
</tr>
<tr>
<td>Social Studies</td>
<td>• Students who have not scored a 65 on the Global and US History regents. • Students who are not on target for credit accumulation in the Social Studies subject area.</td>
<td>AIS course SLC Lunch and Learn Extended Day PM School SGI Saturday Academy SLC Tutoring in Social Studies</td>
<td>Small Group Small Group Classroom Classroom Small Group Small group 1:10</td>
<td>Before School Day During School Day After School Day Before and during Lunch Periods After School Day During School Day</td>
</tr>
</tbody>
</table>
### Section 9: 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>LICHIS has 32 students identified as in &quot;temporary housing&quot; SY 2018 - 2019.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. <em>(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.)</em></td>
<td>LICHIS has 32 students identified as in &quot;temporary housing&quot; SY 2018 - 2019.</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>Supping students with a backpack of supplies purchased with STH funds. Free on-site medical care from Elmhurst Hospital. Counseling services from an on-site social worker. Guidance for academic needs. Transportation service and free lunches. Intervention assistance upon request. Active updating of student records to reflect student housing status. Academic supports from school social worker.</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 <em>(please note that your STH population may change over the course of the year)</em>.</td>
<td>N/A</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>N/A</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](#).
Section 10: 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

| X | Schoolwide Program (SWP) | || Targeted Assistance (TA) Schools | || Non-Title I |

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

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

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

Frequent communication with our FSC HR Director when vacancies occur.

Central Office of Talent and Recruitment partners with colleges and the FSC HR Director partners with Central for assistance and guidance and for candidate referrals.

Participating in Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited.

Establishing a partnership with a local college to support the grooming of student teachers in our search of HQT candidates.

Interviewing HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool.

Establishing a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and New York State certification/licensing.

Maintaining a teacher resource center and professional library to promote promising and effective practices.

Teachers will be provided with curriculum maps, instructional resources and professional learning opportunities.

Individualized PD plans are created for teachers to ensure continued improvement.

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

2b. High Quality and Ongoing Professional Development

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

- Teams of teachers collaborate to revise curricula, implement instructional strategies that engage students in learning rigorous college and career ready skilled curricula during

- Curriculum teams in core subjects meet weekly to ensure alignment with Engage NY curriculum and implementation of LDC model use the online tool Rubicon Atlas to facilitate that a transparent, inclusive curriculum is learned. This structure is supported in SLC by PCTs and during Wednesday PD sessions, as well as through classroom inter-visitations.

- Professional development for the school wide initiative “Writing to Engage/Writing to Learn” across all disciplines is designed to impact student achievement.

- Professional development and implementation in lesson plan of the UDL model, WITs, and Metamorphosis,

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Our school’s interdisciplinary MOSL committee, together with the Instructional Cabinet, PD Committee, SLT and SLC Leadership review, select and assess multiple measures that include the NYC Performance examinations in English, Mathematics and LE, together with the Regents examinations in English, Integrated Algebra, Global History, US History and Government and Living Environment to assess results and improve instruction through a system of benchmark, interim and culminating assessments.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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>
<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>$1,067,812.00</td>
<td>X</td>
<td>Part 5 for each of Sections 5A, 5B, 5C, 5D, and 5E</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>$0.00</td>
<td>X</td>
<td>Part 5 for each of Sections 5A, 5B, 5C, 5D, and 5E</td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>$289,124.00</td>
<td>X</td>
<td>Part 5 for each of Sections 5A, 5B, 5C, 5D, and 5E</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$0.00</td>
<td></td>
<td>Part 5 for each of Sections 5A, 5B, 5C, 5D, and 5E</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$33,358.00</td>
<td>X</td>
<td>Part 5 for each of Sections 5A, 5B, 5C, 5D, and 5E</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$0.00</td>
<td></td>
<td>Part 5 for each of Sections 5A, 5B, 5C, 5D, and 5E</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$16,735,613</td>
<td>X</td>
<td>Part 5 for each of Sections 5A, 5B, 5C, 5D, and 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.

2The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)**: To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/RSCEP.
- **Title I Priority and Focus School Improvement Funding**: To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:
- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 11: 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>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. <strong>Long Island City High School</strong>, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (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. 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Long Island City High School</strong> will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
</tbody>
</table>
● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

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

The school’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school’s Title I program. This information will be maintained by the school.

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

● actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;

● engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

● ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;

● support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

● maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

● conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

● provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act (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;

<table>
<thead>
<tr>
<th>Encouraging School-Level Parental Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will further encourage school-level parental involvement by:</td>
</tr>
</tbody>
</table>

● 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.

<table>
<thead>
<tr>
<th>School-Parent Compact (SPC)</th>
</tr>
</thead>
</table>

Long Island City High School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (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 State Standards to enable participating children to meet the State’s Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for the 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 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

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>This school is (check one):</td>
<td></td>
</tr>
<tr>
<td>☒ conceptually consolidated (skip part E below)</td>
<td>☐ NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Before school</td>
<td>☒ After school</td>
</tr>
<tr>
<td>Total # of ELLs to be served:</td>
<td></td>
</tr>
<tr>
<td>Grades to be served by this program (check all that apply):</td>
<td></td>
</tr>
<tr>
<td>☐ K</td>
<td>☐ 1</td>
</tr>
<tr>
<td>☒ 6</td>
<td>☐ 7</td>
</tr>
</tbody>
</table>

2018-19 RSCEP-R
Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: _____
# of certified ESL/Bilingual teachers: _____
# of content area teachers: _____

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: _____

LIC has an ENL Only program and a continuing Spanish English Dual Language program. Our dual language program started in the 2015-2016 SY and consists of non-ELLs and former ELLs. There are 35 students currently in the program and 14 incoming 9th graders who have selected the Dual Program for the 2018-19 SY making the total 9-12th grade Dual Language population 49 students. Our ENL Only program has 240 students.

We will gain 94 current ELLs and 124 former ELLs in our 9th grade cohort for the 2018-19 SY. We will continue to target 9th, 10th, and 11th grade ELLs for supplemental assistance determined by credit accumulation and assessment data based on trends in these indicators for our ELLs. To ensure that our 11th graders accumulate credits and attain skills necessary for successful matriculation, we will review Regents data, periodic assessments, credit accumulation data and transcripts to align interventions and supplemental assistance with areas of identified academic need. We will target ELLs needing additional academic supports for Title III Saturday Academy courses in the fall semester of the 2018-19 school year using data from June 2018 and the August Regents assessment data as well as our in-house student tracker. The Fall Title III Saturday Academy will run on Saturdays from 9:00 AM to 3:30 PM with two sessions. Session one runs from 9:00 AM to 12:00 PM. Session two runs from 12:30 PM to 3:30 PM. The proposed dates for the Fall Saturday Academy are: 9/15, 9/22, 9/29, 10/6, 10/13, 10/20, 10/27, 11/3, 11/10, 11/17, 12/1, 12/8, 12/15, 1/5, 1/12, and 1/19. There are the 16 proposed Fall Saturday Academy dates.

The Spring Title III Saturday Academy will also run two sessions on Saturdays from 9:00 AM to 12:00 PM and from 12:30 PM to 3:30 PM. The proposed dates are: 2/2, 2/9, 3/2, 3/9, 3/16, 3/23, 3/30, 4/6, 4/13, 5/4, 5/11, 5/18, 5/25, 6/1, 6/8, and 6/15. There are 16 proposed Spring Saturday Academy dates.

The data below is based on credit accumulation from the final marking period of the 2017-18 school year. We use data from our ELL subgroups to identify areas of greatest need and to plan interventions for our ELL population. Based on the data, there will be 172 ELLs targeted for services and interventions paid for by the Title III Grant reflecting the students who had at-risk levels of 3 or greater. The supervision of the grant will be provided by the Title I supervisor.

In 2017-18, 9th grade ELLs had a 67.8% credit accumulation overall. The course with the lowest credit accumulation (57.7%) was CCLS Algebra I. Entering 9th grades students had a 60% credit accumulation for this course, emerging 9th graders had a 0% pass rate, transitioning 9th graders had a 62.5%, and expanding 9th graders had a 60.3% pass rate. Saturday Academy math supports will target these rising 10th graders and entering 9th graders. The Saturday Academy
Part B: Direct Instruction Supplemental Program Information

sessions will be taught by a licensed math teacher, preferably with a Spanish-speaking background and will be supported by an NLA or ELA staff member. Activities from Achieve 3000 will be used to strengthen students’ ability to read math related text. Each student will receive a word-for-word glossary in their own language to keep as a resource.

The courses with the lowest credit accumulation for ELLs were Algebra, Living Environment and year 2 Global History. These content areas coincide with the results of the other subgroups and Saturday Academy interventions will be covered by Title III teachers. All courses will be taught in English with ENL and NLA supports as needed for the target populations. The Global History, Algebra I, Algebra II, and Living Environment Regents results and credit accumulation patterns suggest need for direct instruction supplemental programs to address reading and writing skills across content areas. After school tutoring will be provided throughout the school year to ensure that ELLs master the literacy skills necessary for their academic success. Castle Learning and Achieve3000 will be utilized as resources to provide access to grade-level texts for reading for understanding activities.

The following is a description of the demographics of ELLs at LIC. We have 107 students with 0-3 years of service, 48 students at the developing level (4-6 years), 111 students who are long-term ELLs (over 7 years), and 6 students identified as SIFE. We also have 44 students who are in their first year of Commanding level ELL services and 47 students in their second year of Commanding level ELL service. In addition, 908 students of our school’s 2232 students are former ELLs; this is 40.6% of the total school population. Overall, one can see that LIC students improve in proficiency each year by looking at the comparison of how many ELLs are at grade levels. In 9th grade there are 5 entering ELL, 18 emerging ELLs, 40 transitioning ELLs, and 79 expanding ELLs. In grade 10, the number of entering ELLs is 1, emerging is 5, transitioning is 22, and expanding is 33. The number of ELLs in 11th grade declines with 1 entering ELL, 4 emerging ELLs, 11 transitioning ELLs, and 20 expanding ELLs. Our 12th grade population has similarly diminished with 1 entering ELL, 2 emerging ELLs, 14 transitioning ELLs, and 10 expanding ELLs.

There are eight licensed ESL teachers in the ENL department. They are: Wilfred A. Cameron, Leonore T. Smith, Chrisa Kenny, Guoping Wang, Cindy T. Peng, Alma Siljkovic, Paul Romano, and Christopher J. Watkins. We also have one Bilingual Special Education teacher--Karen Murrillo. In addition, we have several bilingual Spanish-Speaking teachers who are licensed in content areas and who teach our ELLs in supplemental programs: Javier Cifuentes (Biology), Jocelyn Oviedo (Earth Science), Fernando Villegas, Vito Castaneda, and Jose Soto (Math), Melissa Diaz, Raul Gordillo, and Christine Gomez (Social Studies). Most of these teachers have participated in Title III programs in the past and will most likely be part of supplemental instruction during the 2018-19 school year. The teachers involved in the Title III classes and other teachers who work with ELLs will receive 1 and ½ days of Achieve 3000 training from a Robert Morantz, a staff developer from Achieve 3000. Since teachers have been using this program for 5 years, the nature of the PD will be to learn how to use the new alignment to CCLS and the College and Career readiness components that have been built into this program. This PD is building on already acquired knowledge. The half day will take place during mandated department PD time and during the Global Languages Academy daily small learning community meeting to introduce the new material. The full day PD will take place as job-embedded support.

The teachers named above will provide after school tutoring for students’ 2018-19 courses. The purpose of the tutoring will be to strengthen academic understanding and prepare students to be college and career ready. These after school tutoring sessions will take place from Monday through Friday from 3:43 PM to 5:16 PM. Tutoring will be provided on an as-needed basis and will be paid with Title I funds.
### 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: ____

**ESL License:**
Wilfred A. Cameron, Leonore T. Smith, Chrisa Kenny, Guoping Wang, Cindy T. Peng, Alma Siljkovic, Paul Romano, and Christopher J. Watkins.

We also have one Bilingual Special Education teacher--Karen Murrillo.

In addition, we have several bilingual Spanish teachers who are licensed in content areas who teach our ELLs in supplemental programs. Javier Cifuentes (Biology) Jocelyn Oviedo (Earth Science), Jose Soto, Vito Castaneda, and Fernando Villegas (Math), Melissa Diaz and Christine Gomez (Social Studies). Most of these teachers have taught in Title III programs in the past and some will be part of the supplemental instruction during the 2018-19 school year.

Achieve 3000 is an important part of our non-fiction literacy building curriculum for ELLs and our Dual Language program. It is currently used by our ENL teachers with their students in the daily independent reading sequence of ELA/ENL courses. In addition, this year we expanded its use to the Dual Language program. DL Students are using Achieve 3000 in Spanish to build academic language skills and to measure and monitor the improvement of students' capacity to read higher grade level texts in the Spanish language in Science, Social Studies and Math. Each Title III student will have a user name and password for their Title III class. Teachers of ELLs can also use this resource as a means of assigning leveled classwork, homework, or extra credit. Achieve 3000 can also be used to create writing assignments in the Title III content areas (Living Environment, Earth Science, and Math).

The teachers involved in the Title III classes and other teachers who work with ELLs will receive one and one half days of Achieve 3000 training from Robert Morentz, a staff developer from Achieve 3000. Since teachers have been using this program for 5 years, the nature of the PD will be to learn how to use the new alignment to CCLS which has been added into this program. This PD is building on already acquired knowledge. The half day will take place during mandated PD time on Wednesday, September 12th or Wednesday, September 26th. The full day PD will take place on Thursday, September 27, 2018 as job-embedded support. No coverages or per diem will be needed because we are using either mandated PD time or a job-embedded model. Title III funds will contribute to purchasing a portion of the 250 licenses that will be used for ELL students in Title III classes.

### 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
Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: ____
The Fall Title III Parent ELL classes will take place on Saturdays from 9:00 AM - 10:20 AM – and 10:30 AM to 12:00PM every other Saturday in which Title III sessions are offered. It will be taught by a licensed ESL or Foreign Language teacher. It is open to all parents; however, parents of ELLs will have preference and will be given priority to participate. These are the dates for the FALL Saturday ENL Parent ESL classes: 9/22, 10/6, 10/20, 11/3, 11/17, 12/8, 1/5, and 1/19. These classes will be paid using Title III funding. The language of instruction will be English. The Parent Coordinators, Maria Cancemi and Awatef Ibrahim will be responsible for recruiting parents for these classes. Snacks will be provided for parent at each session paid for from Title III funds.

The Spring Title III Parent ELL classes will take place on Saturdays from 9:00 AM - 10:20 AM – and 10:30 AM to 12:00PM every other Saturday in which Title III sessions are offered. It will be taught by a licensed ESL or Foreign Language teacher. It is open to all parents; however, parents of ELLs will have preference and will be given priority to participate. These are the dates for the Spring Saturday ENL Parent ESL classes: 2/9, 3/9, 3/23, 4/6, 5/4, 5/18, 6/1, and 6/15. These classes will be paid using Title III funding. The language of instruction will be English. The Parent Coordinators, Maria Cancemi and Awatef Ibrahim will be responsible for recruiting parents for these classes. Snacks will be provided for parent at each session paid for from Title III funds.

Based on previous 2016-17 data of parents attending the ELL Annual Parent Meetings, a majority of parents came to the Saturday session (59%), as opposed to the remaining 41% who attended the school-day sessions. To give parents more motivation to attend the ELL Annual Meeting, the meetings will be held during Title III Saturday Academy starting from Sep 15, 2018. Meetings will also be scheduled before and after school Mondays through Fridays in an attempt to increase family participation from the 15% participation of 2017-18. The meetings will be facilitated by a Spanish bilingually certified guidance counselor, either Yesinia Fermin or Cindy Obregoso and these counselors will be assisted by our social worker, Mr. Alan Smart and supported by Mr. Villegas, our LAB/BESIS Coordinator and Mr. Mudd, AP Organization and ENL Compliance AP. Each session will have translation services available for other languages through either on-site staff or DOE phone translation services.

Having the Parent ESL classes scheduled concurrently with the ELL Annual Parent Meetings will give parents who want to attend an ENL class an opportunity to also attend their ELL Annual Parent Meeting either from 9:00 AM – 10:30 or 10:30 AM until 12:00 Noon. The facilitation costs of the ELL Annual Parent Meeting will be paid for with funds other than Title III funds; however, having these two events scheduled on the same morning at different times will increase participation of both the ENL classes and the ELL Annual Parent Meetings.
### 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>
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<tr>
<td>Purchased services</td>
<td></td>
<td></td>
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<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
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<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
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<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
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<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
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<tr>
<td>Educational Software (Object Code 199)</td>
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</tr>
<tr>
<td>Travel</td>
<td></td>
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<tr>
<td>Other</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<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>30</td>
<td>Queens</td>
<td>450</td>
</tr>
<tr>
<td>School Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long Island City HS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vivian Selenikas</td>
<td>Vronski Mesidor/Jason Mudd</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>ENL/Bilingual Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leonore Smith</td>
<td>Alma Siljkovic/Flor Carpio</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Counselor</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cindy Orbegoso</td>
<td>Ms. Easley/PA President</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Related-Service Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fernando Villegas/ENL Assessme</td>
<td>Leonard Brief/AP ISS</td>
</tr>
<tr>
<td>Maria Rodriguez/AP Science</td>
<td>Maria Cancemi,.Awatef Ibrahim</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Alcoff</td>
<td>Yasmin Torres/ELL Coach</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>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL teachers currently teaching in the ENL program</td>
<td>7</td>
</tr>
<tr>
<td>Bilingual teachers currently teaching in a bilingual program</td>
<td>2</td>
</tr>
<tr>
<td>Bilingual teachers currently teaching a self-contained ENL class</td>
<td>0</td>
</tr>
<tr>
<td>Certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics
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>Program</th>
<th>Lang.</th>
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This school offers (check all that apply):

- Transitional bilingual education program (TBE)
- Dual language program (DL)
- Freestanding ENL

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.

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?

Long Island City is a full comprehensive high school offering academic, career and college ready programs to all our students. Current enrollment is 2021 students of which 12.12% are ELLs. 15.54% of our students have Integrated Services and 3.11% of ELLs receive ISS support. In addition, 50.61% of our ENL students are former ELLs with 124 (6.14%) who continue to receive additional instructional support and testing accommodations per Part 154 regulations. We have two programs to serve ELLs at LICHS- an ENL only program and a dual language Spanish - English program which is entering its third year of implementation in the 2017-18 academic year. While 145 of our ESL students are Spanish speaking, parental choice largely favors stand-alone ENL. 181 families selected the stand-alone model of ENL instruction with 99 9th grade families, 50 10th grade families, 23 11th grade families, and 9 12th grade families selecting the stand-alone model. There are insufficient numbers of parents requesting the Transitional Bilingual Education model of instruction at each grade level in order to justify...
opening TBE classes at this time. Only 25 families in total chose the TBE model-6 families from 9th graders, 4 families from 10th grade, 9 families from 11th grade, and 6 families from 12th grade. We are hoping that parents of our over-the-counter students consider choosing the Spanish-English Dual Language program. We have several systems in place to monitor the progress of our students throughout the year. Some of our monitoring is school-wide and ELLs participate equally with their classmates. This year we are administering the New York City Performance Tasks in ELA, Math, Science and Social Studies to all students. These exams provide a baseline to prioritize instructional supports. ENL and ELL content area teachers analyze summative and baseline assessments to modify curricula across content areas in order to address the language support needs of ELLs. In addition, there is a specific monitoring system that provides teachers with monthly reports on reading competency improvement. Achieve 3000 is a online reading and writing support program. Students are given a pre-test to establish their current Lexile reading level. This Lexile level will be the level of the reading assignments they receive which has the same content as their classmates; however, it is customized to that particular student’s current reading readiness. Students have assignments reading non-fiction at least twice a week and need to write about what they read and take a multiple choice test at the end of each activity to test reading comprehension. At any point during the school year, teachers and students can review the data of their progress and make adjustment to their practice. Moreover, Achieve 3000 creates student and school-wide reports end of each month, students and teachers receive feedback on student progress. If a student was able to score at 75% or higher on 4 activities during the month, their Lexile will adjust to a higher level and the student will receive more challenging work. Students become aware that more effort and careful reading increases their ability to understand not only the articles in Achieve 3000 but also their content area reading becomes more understandable. This motivates some students to put extraordinary effort into their work on Achieve 3000. The information from the data from the program is also integrated into other literacy initiatives. We use the Exam History report from ATS to identify which students have tested out within the last two years. These students are assigned Extended Learning Time courses such as Lunch and Learn or Breakfast and Books classes taught by a licensed ENL teacher for two or three times a week for 45 minutes periods to address continued literacy development.

2. What structures do you have in place to support this effort?
Long Island City High School is organized through an active school leadership team and through several support structures to ensure that curriculum embedded and school-wide assessments of our students are administered and reviewed at regular intervals to drive instructional modifications and inform decisions on programming and supports for our English Language Learners. Assessments are organized and administered within academic departments across the core content areas and in Native Language Arts classes. Data from assessments in Math, Sciences, and Social Studies is analyzed with the assistance of the Skedula/Pupil Path online assessment generator tool. Results of item analysis from these reports are shared both departmentally and within the cross-content SLCs: the school is divided into four Smaller Learning Communities, or SLCs, each with a supervising Assistant Principal, academic guidance counselor, behavioral supports teacher, social worker, and parent outreach coordinator. Each SLC has academic inquiry teams for each grade level that meet to review data according to a calendar of formative and summative assessments. These inquiry teams suggest changes to instruction and curriculum as well as implement supports according to structured ongoing review of student product. Additionally, LIC shares information on progress monitoring as well as on city and state assessments through our data team. The Assistant Principal of Organization and Compliance, the programming office, and our data analysis team, all work to share results on assessments with the school community.

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?
We are exceeding AMAO 2 by almost 100%. We have twice as many students testing out as required by the AMAO. We do not have AMAO1 data available to us as of June 29th, 2017 for the 2016-2017 school year. This is the best indicator of our students growth. Also, we have 62% of our students who tested out last year on-track for graduation. We continue to see progress in our ELLs. This is evident in the fact that a consistent trend is that there are fewer ELLs at the Junior and Senior levels than at the 9th and 10th grade levels. The number of current ELLs in the junior and senior years combined, 55, is only 22% of our total ENL population, while 9th and 10th graders are currently 77% percent of the population. In 2015-16, the percentage of 11th and 12th grade ENL students comprised 33% of the overall ENL population which shows that ENL proficiency has improved at 11% over the previous year. While the CC ELA Regents passing rate for ELLs and former ELLs declined from the June 2016 combined passing percentage of 43% to a combined ELL and former ELL passing percentage of
30% this June 2017, we have seen overall gains of 1 to 2 points on the written portions of the CC ELA Regents with the higher ELL gains occurring on Part 2, the argument essay. One area where ELLs need additional support, as revealed by an analysis of the REDS report for the June 2016, January 2017, and June 2017 Regents, is reading intensive multiple choice questions and text dependent questions across content areas, especially for Entering and Emerging ELLs. This data further supports the decision to focus on tier I and tier II vocabulary as well as annotation skills and decoding strategies. To assess areas of progress and areas of need, we utilize NYC Performance Tasks in Math, Social Studies, and English Language Arts as a whole school baseline as well as an interim and summative assessment. In September and October initial performance tasks are administered along with HLA assessments. We utilize the ELL periodic assessment. We also administer a writing assessment and reading assessment at the beginning of the school year and again in May to identify areas of need. This year, we have been reviewing Regents data across content areas to identify areas of progress and of need. We are looking at Common Core Algebra and Geometry results and correlating the passing rates to home language, years of ELL service, and levels of English proficiency in order to better adjust programming and curriculum to the needs of our students. We are also in the process of updating a Home Language Reading and Writing assessment for our Spanish speaking students and will need to translate this revised assessment for other language groups in our school, especially our higher frequency languages-Arabic and Bengali.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Once summative assessment data has been gathered, the programming office, department APs, Peer Collaborative Teachers, and Guidance corelate and analyze data to identify trends, measure progress, and identify areas needing further academic intervention and support. The programming office and department APs work to enroll students in necessary courses over the summer or in enrichment courses through Title III summer programs and guidance counselors contact families to make them aware of the academic needs of their child. Each SLC has an academic inquiry team that works to analyze summative data, identify trends, and assess the efficacy of the interventions. These interdisciplinary teams then use the PDSA model of strategic inquiry to make changes to interventions, recommend shifts in curriculum and pedagogy, and implement further interventions. ELLs needing additional supports may be enrolled in an ELT opportunity or may be referred to academic intervention services such as peer, small group, or one-on-one tutoring. Small Learning Communities continue to assess the effectiveness of interventions and make modifications through the inquiry process. The accreditation committee may meet to approve any courses or ELTs created to address academic needs and out PD committee and UFT teacher center, along with model teachers and PCTs will provide supports for planning, delivering and reflecting on the progress of students through inter-visitations, learning walks, and analyzing student work products. Interim assessments are utilized at regular intervals in the school year to assess the interventions.

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.] N/A

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].
According to 2015 NYSELAT data, our total ELL population decreased by 4%. In 2013-2014, the ELL population was 13.7% of LIC student body. In 2014-2015, it was 14.7% of the LIC student body. As we end the 2016-17 academic year, our ELLs comprise 12.12% of the total student population. The composition of the ELL population varies by home language group, presenting the need for customized interventions for subsets of the ELL population at LIC. Where students who identify Arabic as a home language have less years of service than other language groups, this subset has a higher percentage of students with Transitioning and Expanding level NYSELAT scores and the 22 students in the Arabic speaking subset boast math scores for each grade level ranging from 44% to 77% on the June Common Core Algebra exam. Our Bengali speaking population, totalling 32 students across the four grade levels, also have a higher percentage of students with three or less years of ELL services, but again, the English proficiency levels for this group are mostly at the Transitioning and Expanding level and the Common Core Algebra scores ranged from 48 to 75% on the most recent Regents exam in June 2017. However, our largest subset of ELLs, the Spanish-speaking population shows a different trend; of the 149 students, 34% of the students have less
than 3 year of services, 15% have 4 to 6 years of study, and 44% have 7 or more years of study. 62% of this subset of ELL students had scores below passing on the Common Core Algebra Regents. This data supports the need to create interventions in our math curriculum for continuing students in 10th, 11th, and 12th grade. From NYSESLAT data from the 2015 spring administration, the highest number of our ELLs scored at the Expanding proficiency level on the 2015 NYSESLAT than any other proficiency level (84 students tested at Expanding, 58 students tested at Commanding, 44 students tested at Entering, 32 students tested at Transitioning and 30 students tested at Emerging). The 2016 spring NYSESLAT results showed similar trends, with 122 students testing at Expanding, 38 testing at Commanding, 21 at Entering, 26 at Emerging, and 77 at Transitioning. We have been effective at moving our Transitioning students to Expanding and our Expanding ELL students gain Commanding level within a year of gaining advanced literacy skills. We are less effective in moving our Entering and Emerging students, especially the long-term ELLs with Spanish language background but low Spanish literacy levels.  

We attribute our success in moving transitioning and expanding level ELLs to the deepening of text-based strategies throughout the year. Our school-wide focus on explicit writing strategies and annotation skills supported students from these proficiency levels. We will continue to monitor and address literacy needs of ELLs by supporting the acquisition of tier I and tier II academic vocabulary across content areas, stressing annotation strategies, and transitioning to planning text-dependent and text-based writing tasks. In addition, we will continue to incorporate Writing is Thinking explicit writing instruction into all content area classes. We will strategically add reading supports and strategies to deepen critical reading skills that are included in WITsi. The explicit teaching of literacy and embedded literacy practices will be made accessible to ELLs through SIOP models of building a base and supporting students through appropriately scaffolded activities as well as through an emphasis on acquisition of academic vocabulary.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? Our school leader, instructional cabinet, department APs, and SLC Leadership committee work with our data specialists, our AP of guidance, and our guidance counselors to share and support the development and monitoring of programs and interventions for ELL programs. We have an active ENL and NLA team who work within their SLC to recommend adjustments based on assessment data and findings. The Dual Language consortium for district 30, the DELLSS support, the Office of Renewal schools, and our internal structures of guidance, programming, and school leadership ensure that findings are shared and acted upon to best support the needs of our students. We have expanding the LAP committee to include active participatio of more ENL, ISS, and NLA teachers so that adjustments to programming and to pedagogy can be monitored.

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. 

      ENL classes are self-contained and students are programmed according to NYSESLAT or NYSITELL proficiency level Entering, Emerging, Transitioning, Expanding and Commanding. ENL is its own department, with seven teachers. In the 2016-17 school year, the ENL department will be supervised by the principal, Vivian Selenikas, and PD will be supported by the Peer Collaborative Teacher, Leonore Smith, a LEAP candidate who will fulfill her apprenticeship in the ENL department. Supervision is supported by AP Jason Mudd, programming chair Greg Levine and LAB-BESIS coordinator Fernando Villegas, as well as AP of the Global Languages SLC Maria Rodriguez to ensure compliance to Part 154. LIC HS has 45 minute periods. Most classes meet 5 days a weekEntering students receive:• Two periods of ENL support five days a week with an ENL teacher. • One period five days a week with an ENL/ELA licensed
teacher, Alma Siljkovic. (ELA is the content class.) Emerging students receive: • One period of ENL instruction with an ENL teacher five days a week. • One period of ELA/ENL with both an ENL/ELA licensed teacher 5 periods a week taught by Alma Siljkovic. ELA is the content. Transitioning students receive: • One period five days a week with both an ENL/ELA licenced teacher. ELA is the content class. Expanding students receive: • One period five days a week with both an ENL teacher and an ELA teacher. (ESL is the content class.) Commanding students receive: • One period 2 or 3 days a week with an ENL teacher for approved former ELL services that support ELA acquisition. There is Home language support in Spanish. All Spanish speaking ELLs receive Spanish as a Home Language Arts. Content area classes are taught by teachers licensed in those content areas and ENL push-in support is provided based on needs identified by data on Regents scores and assessments.

b. TBE program. If applicable.
Our school is no longer required to have a Transitional Bilingual Spanish program as we do not have enough students at any grade level whose parents chose Spanish Bilingual as their first choice. We have 6 students at the 9th grade level, 4 students at the 10th grade level, 9 students at the 11th grade level, and 6 students at the 12th grade level. There is no other language that has 20 or more students on a grade level in one language whose parents have chosen TBE as the program of choice. For that reason, and in consultation with Milady Baez, LIC implemented a Dual Language Spanish-English program instead. 2017-18 will be the third year of the Dual Language Spanish-English program at LICHS. There are currently 21 students enrolled as 10th and 11th graders and after articulation efforts and visits to feeder middle schools, we will have 20 freshmen entering the Dual Language Spanish-English program in the 2017-18 school year.

c. DL program. If applicable.
2017-18 will be the third year of implementation of the Spanish-English Dual Language program. We started with 24 students who were recruited from middle schools specifically for this program. There are 20 EP students and 2 ELLs currently enrolled. When students were recruited, some were still ELLs but tested out in 8th grade. We look to recruit students from our over-the-counter admits, however, most of those over-the-counter admits are not Spanish speaking. DL students receive one period of integrated ENL/ELA instruction five periods a week. The two ELLs in the program receive the appropriate number of minutes according to their proficiency level. They receive one class five days a week of Spanish NLA supports taught by a licensed Spanish teacher, Krista Correa-Baer. The are taught one class five days a week of dual language US History by Melissa Diaz, a licensed Social Studies teacher, and are enrolled in a dual language Chemistry class five days a week taught by Jocelyn Oviedo. In addition, Vito Castaneda teaches a dual language Common Core Algebra class and a second period of Common Core Algebra five days a week.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
   At LICHS we ensure that all ELLs receive more than the minimum mandated minutes of instruction in ESL according to CR Part 154. All Entering ELLs at LICHS receive a total of 225 minutes per week of ESL instruction along with 225 minutes per week of ENL/ELA and a third period of Integrated ELA with ENL support for another 225 minutes per week. All Emerging ELLs receive 90 minutes of ENL instruction per week and 8 periods of ENL/ELA 360 minutes a week. Transitioning students receive one period five days a week of Integrated ENL and ELA with teachers licensed in these areas. Students at the Expanding proficiency are programmed one period of ENL/ELA Integrated class five days a week for 225 minutes. Dual language students have the same ENL/ELA classes as the ESL only students. In addition, they have their social studies, math and science, health taught by
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.**

Emerging, Entering, Transitioning, and Expanding level ENL students, as well as former ELLs still eligible for support, receive sheltered ENL content area classes in math, science and social studies when budgetary considerations allow. Teachers across content areas have training in SIOP and Writing is Thinking as well as some content teachers who are trained in QTEL methodology. Data on student progress and achievement is assessed to determine where push in ENL language supports will be most strategic and team teaching models or push in instructional models, for which teams of content and ENL as well as ISS teachers receive ongoing support and training. ENL classes include instruction designed to improve achievement in the content areas through the use of age and grade appropriate leveled informational text readings. For example, the use of the Milestones textbook in stand-alone entering level ENL classes gives ENL teachers the opportunity to teach and reinforce non-fiction and content area reading and writing strategies. The Common Core Learning Standards aligned instructional units require students to ground reading, writing, and argumentation in evidence from texts in ENL, Social Studies, and Science classes.

In Math classes for ELLs content comes from EngageNY or the Meaningful Math curriculum. This curriculum includes Spanish language translated materials. In ENL stand-alone classes, there are independent reading books in multiple languages while textbooks are available in Spanish and English, for Global Studies, World History (La historia del mundo) by Pearson. In US History, the textbook used is US History by Global Fearon. The Spanish text is La nacion America by Prentice Hall. There is one bilingually licensed teacher teaches US History and Global classes. She teaches the students in the US History for Freshman classes and one dual US History. Each student has a dictionary and a glossary in each class. There is a specific vocabulary study each class. In Science, dual language students are in Chemistry and they are taught by a bilingual speaking teacher, Jocelyn Oviedo. This class is taught in a 50% English and 50% Spanish. There are Living Environment classes taught by Javier Cifuentes, a bilingually licensed Living Environment teacher. Ciciano Montoya is also a Spanish speaking Chemistry teacher who provides Spanish Speaking ELLs with support in the home language. In addition, Ijaz Akthar, an Earth Science teacher, speaks Urdu, Hindi and Arabic. He is able to support the students who speak these languages in Earth Science.

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

Spanish-speaking students are administered the Spanish LAB as part of the in-take process. In addition to the NYSITELL and Spanish LAB exams, LICHS has a placement test for new admits that is that includes a section where we ask students for writing samples in both their native language and English. If this sample leads us to suspect that there are literacy or learning difficulties, we follow up using either school staff member who speaks the home language of the student or the DOE translation and Interpretation hotline in order to assure that students with additional needs receive additional services. Also, students in Spanish HLA classes take a baseline writing assessment to measure students’ writing progress. This exam tests listening with 4 passages that are read to the student in the native language with multiple choice and short responses questions. The reading and writing section has one short passage and a long passage with multiple choice questions and essay-like written response required. This students receive a score for each modality and this information helps create the student’s instructional plan. In addition all Spanish ELLs take the ELE in May. The Spanish HLA classes with 11th an 12th graders take the Spanish LOTE exam or other LOTE exams. The AP Spanish Language or Literature exams are given to upper classmen. The impact of this initiative to have all HL Spanish students have Advanced Placement courses in their third and/or fourth year of the HLA sequence respectively was one of the major levers that led to our S Cohort having 21 students qualify for the NYS Seal of Biliteracy this June 2017. Our Spanish language teachers are working to revise the placement assessment over the summer and the school will base enhanced Native Language/Home Language Arts assessments on this work, modifying and translating these assessments for speakers of other languages in our school community. In both ESL only and Dual HLA language classes there are classroom informal and formal assessments created by the teacher. In addition, there are department created mid-terms and finals in each semester. These exams ensure that all students are learning the same skills and are
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. SIFE students are served by the school's Freestanding ENL program and receive additional services through DELLS supports. These services include peer-tutoring, Saturday Academy, afterschool NLA and ENL support, and cultural excursions. In addition, LICHS is able to offer a triple period Entering SIFE class and a double period Emerging SIFE class dependent upon enrollment numbers, where students receive instruction to accelerate academic skills as well as English language acquisition. Teachers of SIFE students are supported by providing them with intensive professional development and materials specifically designed for this ELL subgroup. Teachers of SIFE ELLs received training on the RIGOR program and how to integrate the use of iPads in SIFE classrooms. This year, our active SIFE numbers are nine students, therefore, this group is incorporated into ENL level appropriate stand-alone classes and content classes with push in ENL supports.

b. Newcomers present a particular challenge at the high school level because while these students need to learn communicative English and basic vocabulary, at the same time they need to engage in grade level work across content area classes in order to stay on track for graduation. We offer newcomers additional services such as peer-tutoring, ELL Saturday Academy, and NLA and ENL support via Strengthening Bilingual Programs grant, when funding is made available. We also infuse the ENL classes with literacy and content strategies while providing multiple scaffolds and supports in the content classes. Teachers of ELLs receive ongoing professional development on ENL strategies from Pearson for SIOP, from the Office of Renewal Schools, from High Schools that Work (HSTW), Scholastics, Peer Collaborative Teachers, our UFT Teacher Center, and ENL and content area Assistant Principals.

c. In the last three years, we have implemented and deepened our use of Writing is Thinking strategies across content areas. Our focus has now included annotation strategies and text decoding to support literacy and reading comprehension. This year we are deepening the focus on critical reading skills and transitioning from annotation to planning of writing. We are optimistic that the current initiatives put in place this year, will result in improved language acquisition and literacy for our ELLs receiving services for 4-6 years. We are continuing these initiatives because they have proven very successful by increasing ELA passing rate by five to six percentage points a year.

d. 43 of our 59 Long Term ELLs are also have Integrated Support Services. These students are in ICT classes at the Expanding level. In the three year comparison of progress on the NYSESLAT 34 students were in the Advanced level and are now in the Expanding level. It is unclear how progress will be measured at this writing, given that the exams from 2014-2015 were different from all the previous years. It is possible that many of these students have made progress within similar proficiency levels. There were 11 students who moved up 1 or 2 levels and on 2 who moved down a level. 11 students did not take the exam. Since the most common reason for students to be in the long term ELL category is that they are not reading and writing on grade level in English, we have decided to continue the use of three specific literacy strategies for this academic school year: school-wide annotation strategies, Writing is Thinking sentence and paragraph level skills, and writing to the task strategies. This year’s academic focus includes more extensive writing based on reading which should result in improved language acquisition and literacy for our ELLs receiving services for more than 6 years.

e. We continue providing all ELL testing accommodations (double time, translated edition of available assessments, bilingual interpreter for low incidence languages such as Arabic and Bengali, separate location, bilingual glossary, bilingual word for word dictionary, third read on listening passages) to all former ELLs in year one and year two after testing Commanding on the NYSESLAT. We also invite year one and two former ELLs to participate in ELL Saturday Academy and other programs offered to ELLs always ensuring that current ELLs receive mandated services. We have created a Lunch and Learn programs for former
ELLs. They have a class with ENL Push In for with a licensed ENL teacher for two or three days a week, specifically focusing on the Tier II and Tier III vocabulary in Science and/or Social Studies content classes that will support their continued success as FELLs.

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?

All teachers of ELLs including ELL-SWD instructors and ISS support staff, receive intensive professional development on ENL strategies on how to address the needs of this at risk student subgroup via training from the DELSS, ORS, Pearson SIOP, HSTW, Scholastic, Achieve 3000, Peer Collaborative Teachers, UFT Teacher Center Teacher, and ENL, ISS and content area Assistant Principals. Instructional strategies and materials to provide access to academic content areas and accelerate English language development to ELL-SWDs include the Milestones series, Rewards Reading program, individualized classroom libraries, iPads, netbooks, audiobooks, and teacher created materials. Content area teachers are provided with grade level appropriate supports such as content materials either written specifically for ELLs (English 3D and RIGOR) or that provide appropriate ELL scaffold (DK Eyewitness Books), and audiobooks via the iPad. HMH Collections includes audio and video components that allow ELLs points of entry to the content materials while Meaningful Math and EngageNY curriculae utilize manipulables and real-time scenarios in order to allow students access to rigorous content. All teachers are trained in Writing is Thinking strategies and are focused on annotation skills and the development of tier II and tier III vocabulary.

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?

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

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.

Our goal is to move every ELL towards graduation and college-readiness so the interventions and targeted teaching strategies vary from class to class as appropriate. This year LICHS will continue to offer the Title III Saturday Academy from November to June. ELLs will receive instruction focused on Regents preparation and college and career readiness by creating a welcoming environment that intentionally uses instructional techniques proven to work with ELLs and integration of technology in a wide variety of classes: Entering, Emerging, Transitioning and Expanding classes as well as Algebra, Geometry, Global Studies, US History, Living Environment, and Earth Science. LICHS will continue to offer vacation academies for language enhancement and Regents preparation taking place during the February break and during the Spring Break for four days, four hours per day. This academy will provide students with strategically planned skills based lessons in preparation for the June Regents examinations.
LICHS will provide additional targeted interventions to SIFE and Long Term ELLs pending the allocation of OELL SIFE-LTE grant funds. In addition, LICHS will provide targeted intervention to all ELLs via ELT (Extended Learning Time) programs such as Breakfast and Books before students schedule during periods 1, and 2, and Lunch and Learn during students lunch period. Also, LICHS will continue providing tutoring through the SLCs, on Wednesdays. Our Commanding students are provide wth 2-3 periods a week of Lunch and Learn with a certified ESL teacher to support whatever language acquisition needs have arisen from there newly-establish proficiency levels. In addition, we will utilize our piloted 12 grade intern and extern program to create peer tutoring opportunities for our ELLs.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
LICHS will continue to expand the Spanish-English Dual Language Program to include a 9th, 10th and 11th grade cohort based on the high level of credit accumulation, progress in Spanish and ELA proficiency levels and Regents passing rates for the group, 11th grade Language students will be enrolled in rigorous coursework including AP Spanish Language, AP English Language, and advanced math and science courses. To support these students in these rigorous college-level courses, the students will be programmed into an extra period of Spanish language supports by way of a Spanish language section of the AVID curriculum co-taught by AP Spanish teacher Flor Carpio and ENL-AVID trained elective teacher Leonore Smith.

In addition, in 2015-16, students who utilized the Achieve3000 platform for reading and literacy improvements with fidelity saw a 20% increase in lexile levels, therefore, we will renew the use of Achieve3000 in stand-alone ENL classes as well as NLA Spanish classes and ELT courses for language enrichment. Improving reading levels and enhancing tier I and tier II vocabulary are a focus this year since preliminary Regents results and ongoing Regents inquiry and analysis suggest that reading comprehension is an area of need for our ELLs. To this end, for incoming 9th graders with reading levels at less than a 4th grade lexile level, the school is piloting the Rewards explicit reading and decoding curriculum with ENL students integrated into these classes. Based on trends for our long-term Spanish speaking ELLs who have not achieved above an emerging level on the NYSESLAT and who have not yet been successful on content area regents, we will consider programming and curriculum supports for this group in order to address skills gaps, language support needs, and content access. One recommendation that we may pilot is to create programming that includes back-to-back support classes for the content classes in which entering and emerging students have not yet been successful. For example, students might be enrolled in their grade level specific integrated ENL/ELA course followed by an ENL stand-alone course to deepen and supplement that curriculum. Then student in this subset might have their specific mathematics course followed by a section of modified Meaningful Math in which the existing translation materials in Spanish or ENL and NLA teacher supported scaffolds are utilized. Students would then be programmed for their social studies course followed by an ENL social studies skills class for writing informational and argumentative essays based on that content and finally, students in this subset would be enrolled in a single period science class followed by a science research class. This could be piloted with the 40 students identified by our LAB-BESIS coordinator and could have an 11th and 12th grade section, or the trends could be further researched with implementation beginning in the 2018-19 school year. We will continue to monitor trends for our over-age and under-credited ELLs in order to create interventions and programs that can ensure their success. Regents preparation for ELLs who are scoring within the 40-55 range could be mindfully prioritized with a math and a science regents for the fall semester and a social studies and/or ELA Regents supported in the spring semester. Modifications for language supports for the new common core aligned Meaningful Math curriculum will begin over the summer with a content specialist and an ENL and NLA teacher working to identify Tier I and Tier II vocabulary and reduce the lexile complexity of the reading passages associated with the modules. Saturday academy will be re-evaluated based on trends and will offer student choice in attending an earlier or later session, from 8:30 to 12:00 or from 12:30-4:00. Global Languages Academy will also enter a year-of-planning for a National Academies Foundation Career and Technical Education Program in Informatics. The program, based on student and parent surveys for areas of interest for CTE, will ensure that ELL students in the academy have access to quality career and technical training in the growing field of information technology.

10. If you had a bilingual program, what was the reason you closed it?
LIC HS no longer has enough parents choosing the TBE Spanish program to justify its existence. The total number of families requesting the TBE model of instruction was 25 with only 6 9th grade families, 4 10th grade families, 9 11th grade families, and 6 12th grade families requesting the model. With permission from Milady Baez, we established a Dual Language Spanish-English program in 2015-16.
11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

In academic year 2012-2013, LICHS adopted a school wide Smaller Learning Communities (SLC) model. This school model afforded all students, including ELLs, the opportunity to have equal access to all four SLCs. Returning LICHS ELLs select their preferred SLC in the spring. Most ELLs choose the Global Languages SLC. However, a significant number of upper classmen chose other SLCs including Academy of Wellness and Education and the Culinary Academy. Incoming ELLs are placed in the Global Languages SLC in order to ensure all CR Part 154 compliance is provided to newly arrived ELLs; students may choose to stay or transfer to a different SLC for the following academic year. All ELLs, including ELL-SWDs, have equal access to all programs offered at LICHS. ELLs who express interest in Advanced Placement subjects, have access to the school's wide range of 26 AP courses. Currently, we have ELLs in most AP classes and have had ENL push in to support higher level sciences courses such as Chemistry and Physics. There are a number of ENL students enrolled in AP English Language and AP World History courses as well as higher math classes. We provide all ELLs the opportunity to enroll in AP courses in order to offer them the rigor of instruction that will enable them to be better prepared for post-secondary life. Also, LICHS offers a wide variety of physical education "selectives" including swimming and gymnastics, as well as a great number of team sports, including fencing, cricket, and soccer. We have an extensive number of art and music electives open to all students including ELLs and ELL-SWDs. In addition, all ELLs have equal access to clubs and Extended Learning Time opportunities such as Breakfast and Books, Lunch and Learn, and Saturday Academy. Our CBO, Zone126 provided push-in emotional awareness drama work to the ENL/ELA Dual Languages class through the EnACT program and CCNY mental health clinic and Elmhurst Hospital clinic in the school provide emotional support and health care for ELLs. One of our SPARKS program personnel offers an after school support group for young men and several of our newcomers attend and receive emotional and social adaptive supports in English and in Spanish. Additionally, 21st Century after school program incorporates ELLs in a drama program and other afterschool activities that include tutoring and socio-emotional support. In addition, Zone126 expanded their "Let's Get Ready" SAT prep to serve all 11th graders across the school, including ELL students so that all students at LIC have access to quality college readiness programs.

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.

Instructional materials aligned to the common core are utilized in every content area and supports for ELLs are included in the form of supplemental audio and visual components as well as teacher created supports and technological supports for ELL students in the Global Languages Academy. An iPad cart with 52 iPads was purchased in the 2015-16 instructional year to improve instruction of ELLs and Elmo carts with LCD projectors have been placed in more and more classrooms this year. All teachers in the Global Languages SLC have access to ELMO projectors, LCD projectors, laptop carts, MacBook carts, Lenovo netbook carts, computer labs and audiovisual equipment. These are used in the ELL classroom on a regular basis with the program Achieve3000. The Milestones textbook series will be utilized in stand-alone Entering level ENL classes and has an interactive technological component which requires the use of computers in the classroom. This same technology can be used to support literacy in Spanish as a New Language or Home Language. HMH Collections materials in ELA include on-line materials to enhance access through visuals and auditory language modalities while the Meaningful Math curriculum includes manipulables to support access points for ENL students. LICHS also has content area libraries and glossaries in each classroom and will renew Achieve3000 licenses to provide students with access to this program. In addition, all ELLs have access to Castle Learning, word for word dictionaries, bilingual dictionaries.

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

In the Dual Language program, there are 21 current students of which 20 are EPs. There are two HLA classes for this program, a grade 9 NLA and a grade 10 NLA course, both taught by Ms. Correa-Baer. These classes meet 5 days a week for 45 minutes per day. In the ENL only program, Spanish speakers are provided with a Spanish HLA class taught by Paulina Artime, Jesse Mendoza, or Gabriel Alberti. Advanced Placement Spanish Language and Literature are taught by Flor Carpio. There are 5 levels of Spanish in which students may be placed based on the Spanish LAB, an in-house assessment of Spanish literacy and the ELE and LOTE scores for students. The level one and two are for students with literacy issues in Spanish as measured by the Spanish Lab and the school placement exam. Level three is for students on grade level in Spanish. These students continue on to AP Spanish Language and AP Spanish Literature. Students who start out in the first two levels of HLA also have a chance to take AP Spanish in their fourth year or earlier if they progress more rapidly. Each year a periodic assessment is administered.
to ensure proper placement of students occurs and to chart language progress. The in-house diagnostic is being revised by Spanish/Native Language Arts teachers so that it is ready to use for the incoming 9th graders this school year. This assessment will be translated into the several home languages that are present in our school and will be piloted in ENL classes to assess home language proficiency when the language is not English or Spanish. All the teachers of ELLs received professional development in “Translanguaging” from Associate Research Investigators from the CUNY Graduate School and from the CUNY NYSIEB School Ambassador and Peer Collaborative Teacher, Leonore Smith. Teachers received intensive coaching on how to use the students’ home language to support instruction. Teachers group students with “Translanguaging” theory in mind. In the Freestanding ENL program, students have access to bilingual glossaries and bilingual dictionaries and can work with other speakers of their home language in class. There will also be school-wide fine tuning of the SIOP model (Sheltered Instruction Observation Protocol) by Principal Selenikas during regular Wednesday departmental PDs and also during several planned workshops throughout the school year. Depending on the population of the sheltered English content courses, additional home language materials, such as classroom libraries and bilingual textbooks, are introduced as available and appropriate. Spanish-language texts are provided on a number of reading levels in science and social studies. In addition, the Spanish NLA classes monitor reading and writing levels for students by utilizing Achieve3000.

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

Services are provided taking in consideration students’ English proficiency as mandated by CR Part 154. Due to budgetary constraints, this academic year ELLs are in classes based on proficiency level and are not in grade level specific courses for integrated ENL/ELA. LICHS has created grade band courses by proficiency and grade levels to ensure programming for ELLs is aligned to common core grade bands, allowing students to be in age-appropriate classes. Curriculum for courses is not modified using texts that are not age appropriate, but instead are modified through simplifying the lexile complexity of a text. Translation services and the strategic employment of bilingual support staff, such as guidance counselors and parent coordinators ensures that student services are age and grade level appropriate.

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?

In the past, technology in classrooms was specifically set aside for ELL classes within the Global Languages Academy. An iPad cart with 52 iPads was purchased in 2015-16 to improve instruction of ELLs. In addition, with the school’s server upgrade, LICHS will be able to utilize online language resources including Duolingo, Rosetta Stone, and Genius as well as Castle Learning and other online language support platforms. All teachers in the Global Languages SLC have access to ELMO projectors, LCD projectors, laptop cart, a MacBook cart, a Lenovo netbook cart, and audiovisual equipment. Priority is placed on these visual and audio enhancements being utilized for the common core aligned Collections curriculum in ELA and Meaningful Math in Algebra and Geometry and more Elmos are to be in circulation in these classes in the 2017-18 school year. Reliable access to technology is key to the implementation of the Achieve3000 reading program in ELL stand-alone classrooms and technology or computer labs should be made available on a regular basis so that teachers can plan to use the program with maximal impact, at least two times per week. The Milestones textbook series we will utilize for the Entering level stand-alone ENL classes has an interactive technological component which requires the use of computers in the classroom as well. RIGOR materials including on-line materials and materials on a CD-ROM and Read Aloud books are incorporated into the CCLS argumentation unit for ESL beginner and SIFE students. LICHS has content area libraries and glossaries in each classroom and will renew Achieve3000 licenses to provide each student with access to this program. In addition, all ELLs have access to Castle Learning, a content area support platform for Math, Sciences, and Social Studies, as well as word for word dictionaries, and print and online bilingual glossaries.

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).

LICHS holds orientation sessions for incoming ELLs and their parents before the start of the school year. For the past four years we provided a freshmen orientation and freshmen boot camp that allowed students to get a feeling of what high school life is about at LICHS. Students took workshops on note-taking techniques and received tours of the school building and an overview of all the programs and support systems at LICHS. Parents were briefed by the principal, Ms. Vivian Selenikas, on the state of the school and engaged in a Q & A session. Translation in Spanish was provided by the Principal and translation via headsets was available in Arabic and Bengali. In the past year, over the counter students have been matched with a peer counselor.
ambassador/mentor who meets with the student to show them around the school, introduces them to support staff and
teachers and is an extra level of support as students transition into the NYC public school system. We held two events for
ambassadors and their mentees, one in the fall and one in the spring in order to check in on our new students. Staff involved
were the AP of Global Languages Academy, Maria Rodriguez, Peer Collaborative Teacher, Leonore Smith, Guidance Counselor
Cindy Orbegoso, ENL, NLA, and content teachers, Spanish Bilingual Family Outreach Coordinator Ismolli Cielo, and Arabic-
speaking parent coordinator Mrs. Ibrahim. Depending on future funding availability, the school may also include a summer
bridge enrichment program to help transition ELLs into LICHS.

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

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)?

The block programming of our Dual Language Spanish-English Program is in its third year of implementation. The model we initially aspired to was a 50-50 instructional allocation of language. However, our initial cohort showed lower Spanish literacy on the in-house baseline assessment and a majority came from non-Dual Language programs in middle school and lacked academic vocabulary in Spanish. For this reason, the initial cohort began with a 70-30 distribution of English to Spanish and have worked toward 50-50 allocation. We currently have 21 EP in the program and 2 ELLs with 20 students joining the 9th grade section this 2017-18 school year. We are seeking to recruit ELLs from the over-the-counter and continuing students. All Dual Languages students are enrolled in an ENL/ELA class aligned to the common core shifts and including ENL supports for ELLs as well as NLA classes. Fernando Villegas taught the Dual Language CCSS Algebra in the 2015-16 school year, but as students transitioned into Common Core Geometry, 9th and 10th graders were assigned to double periods of DL math to ensure success on their Regents exams. The 9th and 10th grade sections of NLA support will be taught by Krista Correa-Baer, while the 11th grade DL students will move to AP Spanish Language and AP English Language. To support the transition into AP coursework, students in Dual Language will continue in the AVID program, to be taught in Spanish in order to complement and support the Spanish literacy levels necessary for success in a rigorous college-bound program. In reviewing the 8th grade ELA scores of students in the dual language program, we found that most students entering the DL program scored a 1 or 2 on the 8th grade ELA exam. Their Spanish Lab scores place the majority of Spanish dominant students in the second quartile. These students literacy levels are low in both languages. This class uses Achieve 3000 software to address literacy in both languages. Ms. Correa-Baer is the HLA teacher and she will use Achieve 3000 in her DL Spanish 9th and 10th grade courses to support non-fiction reading across content areas. The Achieve3000 program provides a monthly measure of students' individual progress in reading in both English and Spanish. In the DL program, emergent literacy is taught simultaneously in both English and Spanish. Algebra, US History and Chemistry and health are taught as dual language course with the curriculum divided into 50% Spanish and 50% English. Students are also enrolled in some
classes taught wholly in English. These are physical education, art, and ELA. The Spanish HLA class is taught wholly in Spanish. Dual 9th and 10th graders were programmed into an ELT course for AVID-Advancement Via Individual Determination- a nationally recognized college preparatory curriculum that supports study skills and deepens literacy skills for college level work. The program is a four year elective course of study that can be taught in English or Spanish dependent on the needs of students within the program.

### 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?

Our school's Small Learning Communities allow for a majority of the population of current ELL students and bilingual students to be housed in an academy with two strands-Language, Media Arts and Technology and Language, Hospitality and Tourism. This academy structure allows content and language support staff serving our ELL population to be programmed for periods of common planning and academic inquiry. The Peer Collaborative Teacher for the Global Language Academy, Leonore Smith, and other content and language support pedagogues deliver in-house professional development to content and language teachers directly involved in the instruction of our ELL population. This in-house PD covers modifications to the explicit writing instruction initiative, our emphasis on reading for content knowledge across content areas, academic vocabulary enrichment strategies, as well as translanguaging skills as well as PD that deepens staff engagement in the inquiry cycle. The In-house PD is supplemented by supports from external organizations and partnerships. In addition, each Wednesday, there are school-wide PD during the time set aside for teacher PD. These PDs are used to support the school-wide literacy program promoted by the Renewal Schools. It is called WITSi and it focuses on language development through learning of language structures that promote higher order thinking. During the summer, teachers and administrators from the SLC will attend the SREB/High Schools That Work summer conference, focusing on break-out sessions targeting ELL supports and strategies. These sessions will be attended by ENL and content teachers of ELLs and ELL-SWDs. At the previous HSTW conference, teachers worked together to create cross content unit plans on the theme of identity in order to allow students to transition into the academy structure. Guidance Counselors, bilingual teachers, ISS teachers and ENL teachers are all part of all school-wide PD. Leonore Smith, the ENL Peer Collaborative Teacher, is one of the teachers who is trained to turnkey WITSi and other initiatives. She serves as a NYC School Ambassador for the CUNY New York State Initiative for Emergent Bilinguals (CUNY-NYSIEB) and works to provide supports to teachers across the content areas as they modify curriculum and create lesson plans that support ELLs in common core aligned units of study. The school-wide literacy focus on "Writing to the task" has been expanded, upon review of Regents and performance task data, to include a school-wide focus on annotation and reading with an emphasis for ELLs on building foundations and expanding tier II and tier III vocabulary. All teachers are part of the training that supports this work in the classroom. AP are trained by the Principal in frequent walkthroughs to look for evidence that ELLs, ISS and Gen Ed students in all classes are participating in "writing to the task" activities. Several pedagogues who support ENL students have attended the AVID Summer Institute Professional Development including ENL teachers Leonore Smith and Chrisa Kenny. ENL teacher Wilfred Cameron will also be attending the AVID training this summer. ELA teacher and ISS teacher Stella Cariagiorgis and Alison Gozzi have also received AVID training through attending summer institutes and will be able to utilize these supports with ENL students as well as turnkey training to staff for extended learning and enrichment activities for ELLs. The Global Languages Academy Peer Collaborative Teacher, Ms. Smith, along with ISS teacher Seamus McCoy, BST Donna Deluca, and English Teacher Paolo Javier also attended the High Schools That Work, SREB Summer Institute in Louisville, Kentucky during the summer of 2016 and this staff shared strategies from these institutes with content and language staff at the school through in-house PD. A team of teachers who work with ELLs and ELL-SWDs is scheduled to attend the HSTW conference in Nashville, Tennessee this summer of 2017 and will continue to provide in-house PD in the coming school year to refine our focus on literacy enrichment and achievement for ELLs. In addition to these professional development supports, LIC is interested in participating in inter-visits with schools that are part of the DELLSS Dual Languages consortium for district 30.
We have hosted three PDs for DELLSS in the 2016-17 school year and are interested in building relationships with other Queens sites where similar populations of students are served.

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.

In order to meet our RSCEP goals and ensure that all students succeed and gain essential literacy skills, Pearson continues as a provider of professional development for LIC. Our school leader has worked to ensure that the staff trainers Pearson provides are their best national personnel. They are contracted to deliver professional development to support ongoing deepening of the foundational SIOP practices begun at this school with a series of professional development supports around crafting learning objectives and language objectives to focus instruction on the needs of students, and on building background for students to provide access to content and language skills necessary for students. This coming school year, 2017-2018, SIOP training will continue for the entire teaching staff, starting with a three-hour SIOP workshop on the third essential component, assessment, as part of in-service training on the first day that teaching staff reports back to the building, September 5, 2017.

Ongoing and timely professional development on these three key features of instructional design will continue through the school year on the designated professional development days: November 7th-Election Day, January 29th-Chancellor’s Conference Day, and June 7th-Anniversary Day. SIOP will also be supported in house through departmental PD for ENL and ISS pedagogues working to provide content push-in supports for ELLs and ELL-SWDs. For this ongoing component, the two teacher teams will meet together for structured professional development supporting pedagogy around language acquisition and language support informed by shared book study, SIOP methodologies, CUNY NYSIEB resources, and Writing Is Thinking skills building approaches. The book study and professional development will occur during weekly departmental PDs. The structure of the PD sessions will focus on the practices set forth in Yvonne S. Freeman and David E. Freeman’s Academic Language for English Language Learners and Struggling Readers: How to Help Students Succeed Across Content Areas (2009). This ENL/ISS department PD will be facilitated by principal Vivian Selenikas and Peer Collaborative Teacher for the Global Languages Academy, Leonore Smith. The book study will begin with a focus on chapter 4, Coping with Academic Texts and Textbooks, to encourage thinking and planning aligned to the SIOP precept of building the base. Subsequent sessions will focus on chapter 6, Developing Academic Vocabulary and Writing Content and Language Objectives and chapter 5, Supporting Academic Writing at the Paragraph and Sentence Levels. The session on learning objectives will be facilitated by Vivian Selenikas, who has extensive training and background in the development of content and language objectives, while the session on sentence and paragraph level writing skills will be facilitated by Leonore Smith, who has received three years of training with the Writing is Thinking strategies for explicit teaching of sentence and paragraph level writing skills. Additional book study and PD will focus on chapter 7, Teaching Academic Language and Subject-Area Content. To supplement PDs focused on language acquisition and expansion strategies and practices to support ELLs through the resources provided by CUNY New York State Initiative for Emergent Bilinguals (CUNY NYSIEB) will be infused into the PDs. The goal of this series of in-house PDs is to first support ELLs through instruction that builds background and utilizes age and language level appropriate learning scaffolds and then to support the gradual movement of students away from scaffolds and supports and toward greater and greater independent mastery of language skills.

Professional Development Partnerships and Providers for the 2017-18 instructional year:

We will continue to utilize our partnership with SREB/HSTW to support the new NAF/CTE program residing in the Global Languages Academy, Informatics, as well as consultant Pamela Broome who will continue to coach and support social studies as well as the ENL and English departments in task development and language supports using the Literacy Design Collaborative (LDC) structures and strategies.

The Office of Renewal Schools (ORS) will continue to support professional development at LIC through providing coaching for our Rewards program teacher, Pia Debroy, and also providing coaching for the Math Department as they deepen their use of the Thinking Through Math curriculum and alignments to EngageNY as well as coaching for our social studies department and potential supports with adapting the New Visions curriculum to align to vocabulary and language acquisition needs of ELLs. ORS also offers professional development in DataWise to deepen reflective and analytic practices around data. Strategically selecting staff who can impact ELL programs and instruction is a prime consideration for the summer DataWise PD being offered. This may entail identifying an ENL instructor and an AP who directly work with ELLs to attend, or including a Peer
Collaborative Teacher so that the training can be shared through the Small Learning Communities and can inform inquiry and the use of data to drive instruction.

We continue our focus on adapting 9th grade curriculum to include key strategic features of the Writing is Thinking explicit writing instruction program by working with the program’s developer, Nell Panero. The focus is on establishing practices that support teachers in checks for understanding as well as sentence level and paragraph level writing skills.

Parental Involvement

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

The ENL Data and Assessment Coordinator, Fernando Villegas, coordinates information necessary to set up one meeting per year for each ELL with ELL parents or guardians. In consultation with an assistant and the Global Languages guidance counselor, Mr. Villegas creates an annual calendar to ensure that all ELL students have a meeting scheduled. Mrs. Mero, a social worker for ISS who serves as a BST divides the number of meetings between herself and Mrs. Orbegoso, Global Languages guidance counselor. Each conducts outreach to schedule meetings and notify all parties needing to attend. This may include two or more teachers, APs of ENL/ELA or, if applicable, AP of ISS. Because meetings occur occasionally after school or on Saturdays, the school utilizes a teacher feedback form to relay information from content, ENL and NLA teachers regarding student language progressions and identifying areas of focus. Guidance counselors ensure that a translator is provided either in-house or from the Translation unit. An updated Annual Language Meeting form and necessary data is organized for the date of the meeting to document the conversation. Guidance counselors complete the documentation and Mr. Villegas collects the documents at the end of the meeting and files the information with other compliance documents kept for each ELL. The meetings cover attendance, progress toward graduation, socio-emotional issues, and concerns raised by the parents. The AP attending the meeting will bring issues raised in these meetings to cabinet when appropriate for further discussion and action planning.

Mr. Villegas, ENL Data and Assessment Coordinator, scheduled 245 ENL Parent Annual Meetings. This means 100% of ELL families were scheduled to meet with Cindy Orbegoso, Global Languages Academy guidance counselor who conducted and documented the meetings. In the future, students and families will be counselled on student progress toward qualification for the NY State Seal of Biliteracy during annual language conferences, since we have many students who could qualify but who may not be aware of this distinction. For the maintenance of documentation and records, we may need to designate staff in addition to guidance counsellors to assist with the process.

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

Parents of LICHS students, including parents of ELLs, are invited to the monthly Parent Association Meetings and interpretation is provided through headsets purchased in the 2015-16 academic year and through our bilingual parent coordinators who speak both Spanish and Arabic. Parents receive a quarterly newsletter created by the school’s Parent Coordinators. The newsletter is currently translated into Spanish, Bengali, and Arabic, our school’s highest frequency languages other than English and is distributed in print form and is also uploaded to the school web site. School events such as workshops, available tutoring, report card distribution, college informational and financial aid sessions, and Parent Teacher Conferences are announced in the parent newsletter. In addition, parents can view their children’s performance and attendance on the online program Skedula and Pupil Path, our new electronic grading platform which translates letters and communications into the homelanguage of the parent. The parent coordinator provides parents with the Pupil path link and, access code, and password. Parent coordinator are available from 8:00 am to 3:00 p.m. Monday to Friday in room 185. Freshmen parents received their password at Freshmen Orientation and other students received their password and their parents passwords when they received their program cards on the day before school opened. We have hosted a celebration of our ELL students who have moved to a commanding level of ENL for the past two years and have included parents in honors and award ceremonies by altering the times that ceremonies occur so that more parents may attend. At all awards ceremonies, translation is available via headsets and onhand staff. ELL parents have also participated in the annual language conferences and counsellors have
used this opportunity to ensure that parents are receiving information in a language that is appropriate to their needs. In the coming two academic years staff will also articulate to parents the pathways toward the NY State Seal of Biliteracy at annual language conferences to raise student awareness and motivation to achieve this distinction on their diplomas.

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.

To Be Added Upon Receipt of Data
**Part V: ELL Identification Attestation**

**Principal Certification**

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, Vivian Selenikas, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   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.
3. The home language of the student is determined by a trained and licensed pedagogue.
   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.
4. Eligibility for the NYSITELL is determined.
   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.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   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.
10. ELL is placed in the ELL program that the parent selected.
    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.
    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.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
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.
# 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>Vivian Selenikas</td>
<td>Principal</td>
<td></td>
<td>9/15/17</td>
</tr>
<tr>
<td>Jason Mudd</td>
<td>Assistant Principal</td>
<td></td>
<td>9/15/17</td>
</tr>
<tr>
<td>Maria CancemiAwatef Ibrahim</td>
<td>Parent Coordinator</td>
<td></td>
<td>9/15/17</td>
</tr>
<tr>
<td>Leonore Smith/ESL Peer Collabo</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>9/15/17</td>
</tr>
<tr>
<td>Ms. Easley/PTA President</td>
<td>Parent</td>
<td></td>
<td>9/15/17</td>
</tr>
<tr>
<td>Maria Rodriguez/AP Science</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>9/15/17</td>
</tr>
<tr>
<td>Fernando Villegas/Math</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>9/15/17</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>9/15/17</td>
</tr>
<tr>
<td>Cindy Orbegoso</td>
<td>School Counselor</td>
<td></td>
<td>9/15/17</td>
</tr>
<tr>
<td>Michael Alcoff</td>
<td>Superintendent</td>
<td></td>
<td>9/15/17</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>9/15/17</td>
</tr>
<tr>
<td>Jason Mudd</td>
<td>Other AP Administration</td>
<td></td>
<td>9/15/17</td>
</tr>
<tr>
<td></td>
<td>Other</td>
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<tr>
<td></td>
<td>Other</td>
<td></td>
<td>9/15/17</td>
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</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 30Q450  School Name: Long Island City High School  Superintendent: Michael Alcoff

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

2. List parents’ preferred languages for both written and oral communication. 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.
There are a total of 3288 individuals whose preferred language is listed in our RAPL. Many students have multiple entries. The largest group is English. There are 1,578 individuals who chose English and 1,288 who chose Spanish. Individuals who chose Spanish as a preferred spoken language also chose Spanish as the written language. Of the families that speak English, only 23 chose a different written language. The spoken and written languages are: American Sign Language, Albanian, Amoy, Arabic, Armenian, Belorussian, Bengali, Burmese Cantonese, Chinese, any, Dari/Farsi/Persia, French, German, Greek, Gujarati, Haitian Creole, Hausa, Hindi, Indonesian, Italian, Japanese, Korean, Mandarin, Nepali, Pashto, Philipino, Polish, Spanish, Tamil, Tibetan, Urdu, and Vietnamese.

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.

Pending 7/1/2018 ATS

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>
</table>
There are a total of 3288 individuals whose preferred language is listed in our RAPL. Many students have multiple entries. The largest group is English. There are 1,578 individuals who chose English and 1,288 who chose Spanish. Individuals who chose Spanish as a preferred spoken language also chose Spanish as the written language. Of the families that speak English, only 23 chose a different written language. The spoken and written languages are: American Sign Language, Albanian, Amoy, Arabic, Armenian, Belorussian, Bengali, Burmese Cantonese, Chinese, any, Dari/Farsi/Persia, French, German, Greek, Gujerati, Haitian Creole, Hausa, Hindi, Indonesian, Italian, Japanese, Korean, Mandarin. Nepali, Pashto, Philipino, Polish, Spanish, Tamil, Tibetan, Urdu, and Vietnamese.

We are mandated to translate all documents into Spanish. There are more than 49% of the students who speak Spanish as a home language in our school. We are required to translate all information shared with students and families into Spanish. All other languages in the school have less than 2% of the population. All mailings to parents are translated into Spanish and English. These include notices that are sent home, backpacked or uploaded to Pupil path and spoken messages on school messenger. These include but are not limited to: the parent newsletter, PTA meeting notices, invitations to the Community Schools evening, invitation to the ELL Celebration of ENL students who tested out, notices of special testing program (SAT day, Performance Task testing, invitations to the college fair, and to the high school orientation for prospective students. The following staff member provide translation and interpretation in preferred languages: Spanish: (Mr. Villegas, Math teacher), Arabic (Riham Gendy, paraprofessional), Bengali (Papiya Debroy, teacher), Hindi (Ms. Shah, math teacher), French (Veronica Nigai, school aide), Spanish (Ms. Perez, bilingual parent coordinator; Lucia Prete, (school secretary), Urdu (Ija Akhtar, teacher.) We have staff member who are able to translate for parents. These teachers are paid per session for their work. All communications with ELL parents are sent out in at least Spanish and English. All mandated letters are sent to parents in the DOE supported languages. If there are translated model documents, we send out those letters in all the DOE supported languages using the model documents with LIC letterhead. Also Mr. Akhtar is the web master and posts translations on the school’s website The LIC HS web-site contains Google translate app in order that parents are able to view all information in their preferred language. Each staff member has been informed to call the translation unit when there is a need at 1-855-249-9103 during Parent Teacher Conferences if necessary. Some of the documents that are provided in Spanish translation are all the intake documents for new students, mandated letters to parents that are in translation on the DOE website, invitations to meetings, phone messenger messages to announce activities and events and all documents on our website. In addition, the school uses the online students’ information system Pupilpath to communicate with students and families. The information on this interface is translated into the preferred language of the family including lower incidence languages. In addition the school has purchased an electronic interpretation
system that can allow us to translate all parent meetings into 3 languages (Spanish, Bengali and Arabic). We have Flor Carpio, Spanish teacher, who can interpret into Spanish, a parent coordinator, Awatef Ibrahim who can interpret into Arabic and Papiya Debroy who can interpret into Bengali.

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>
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</table>

There is staff member, Lucia Preté, in the attendance office who speaks Spanish, Portuguese, Italian and English. The following staff member provide translation and interpretation in the parent's preferred languages when needed during the school day: Spanish: (Mr. Villegas, Math teacher), Arabic (Riham Gendy, paraprofessional), Bengali (Papiya Debroy, teacher), Hindi (Ms. Shah, math teacher), French (Veronica Nigai, school aide), Spanish (Guillermo Pena, bilingual family worker; Lucia Preté, (school aide), Urdu (Ijaz Akhtar, teacher) In case that no staff member is available, the translation unit is called There is staff member in the attendance office who speaks Spanish, Portuguese, Italian and English. The following staff member provide translation and interpretation in the parent's preferred languages when needed during the school day: Spanish: (Mr. Villegas, Math teacher), Arabic (Riham Gendy, paraprofessional), Bengali (Selina Manick, paraprofessional), Hindi (Ms. Shah, math teacher), French (Veronica Nigai, school aide), Spanish (Ms. Perez, bilingual parent coordinator; Lucia Preté, (school secretary), Urdu (Raj Chadha, paraprofessional. In case that no staff member is available, the translation unit is called at 1-855-249-9103 to request over-the-phone interpretation. Guidance counselors have become fluent in using the interpretation services. Teachers have received PD from their APs in how to use the translation and interpretation unit and have access to the phone number during Parent Teacher conferences. Teachers are given this information anew during the planning of the Parent teacher conferences. In addition the school has purchased an electronic interpretation system that can allow us to translate all parent meetings into 3 languages (Spanish, Bengali and Arabic). We have Flor Carpio, Spanish teacher, who can interpret in Spanish, a parent coordinator who can interpret in Arabic. Our school has multiple resources (in-house staff) and availability to the translation unit to provide all parents with the translation resource they need. All staff members have been trained to use these services and are encouraged to use them whenever necessary.
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

We use the services of the NYCDOE Translation Unit as well as the multilingual functionality in Skedula.

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.

We use weekly professional development to communicate the goal of A663.

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.)

We provide each parent with the Parents’ Bill of Rights during monthly PTA meetings, ELL Parent informational sessions twice a year, Freshmen Academy Parent Informational meetings and Open School Night. Right & Responsibilities are also displayed outside the Parent Coordinator’s Office in Spanish and made available to every parent in the covered languages. In the Parent Coordinator’s Office room 185, there are hard copies of this document in all the covered languages and they are offered to parents, especially during their first visit to this office.

- We will have printed and posted the signs that are available on the DOE web site to welcome parents to the school, notify them of their rights and responsibilities, and to identify rest room facilities.

- Per Schools’ Safety Plan: If a parent or visitor does not speak English, the SSA or staff member uses the language chart to determine the language the individual is speaking, and then attempts to locate a translator within the building by contacting the main office. If a translator is not present within the building, the SSA or staff member on duty should escort the individual to the main office, where a school representative should contact the DOE’s Translation and Interpretation Services Unit at 1-855-249-9103 to request telephone translation.

- Parents are made aware of the NYCDOE web site to obtain translations of documents and provide them to parents in a timely manner. In addition, all school documents on the LCHS website can be translated by Google Translate with the link on the web site.
- Spanish is the only language other than English in which there are more than 10% of the parents who speak this language. Our information posters are in Spanish in and around the Parent Coordinators office.

Part 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?
Awatef Ibrahim and Maria Cancemi are our Language Access Coordinators. They are also the parent coordinators. They will attend the LAC training and will have monthly walkthroughs of the building to ensure that all information is posted properly. The Parent Coordinators is also responsible for interfacing with the Translation Unit for written translations. They will keep a log of each translation that is done. They will also receive training in what the translation needs of the school. We are planning to schedule a focus group parents, once our translation equipment arrives, inclusive of all cultures an languages in your school to gather feedback and best practice for reaching all parents in their preferred languages.