



INTERNATIONAL SCHOOL FOR LIBERAL ARTS

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: (BRONX 10X342)
ADDRESS: 2780 RESERVOIR AVE., BRONX, NY 10468
TELEPHONE: (718) 329 - 8570
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CFN: FORDHAM PSO/5

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 10X342 **SCHOOL NAME:** International School for Liberal Arts

SCHOOL ADDRESS: 2780 RESERVOIR AVE., BRONX, NY 10468

SCHOOL TELEPHONE: (718) 329-8570 **FAX:** (718) 329-8572

SCHOOL CONTACT PERSON: Migdalia Carrillo **EMAIL ADDRESS:** mccarril@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Mr. Jason Norman

PRINCIPAL: Ms. Migdalia Carrillo

UFT CHAPTER LEADER: Mr. Jason Norman

PARENTS' ASSOCIATION PRESIDENT: Ms. Amarilis Lajara

STUDENT REPRESENTATIVES:
(Required for high schools) Laura Taveras

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 10 **SSO NAME:** Fordham PSO/CFN #5

SSO NETWORK LEADER: Ms. Margaret Struk

SUPERINTENDENT: Ms. Elena Papaliberios

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Ms. Migdalia Carrillo	*Principal or Designee	
Mr. Jason Norman	*UFT Chapter Chairperson or Designee	
Ms. Amarilis Lajara	*PA/PTA President	
Mr. Zabdiel Valera	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ms. Fe Dilone	DC 37 Representative	
Miss Laura Taveras	Student Representative	
Ms. Margaret Struk	CBO Representative	
Miss Jenny Jimenez	Student Representative	
Ms. Milagros Martinez	Member/ UFT Representative	
Ms. Frances Saez	Member/ CSA Representative	
Ms. Linda Garcia-Torres	Member/ UFT Representative	
Ms. Ramona Mota	Member/Parent	
Ms. Carmen Henriquez	Member/Parent	
Ms. Ana Vargas	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

International School for Liberal Arts: Vision / Mission Statement

Our mission and primary goal is to prepare our students to graduate from high school, attend college and be equipped for the challenges of the 21st Century. We are building a community of bilingual learners who are academically and linguistically strong in both English and Spanish. The ISLA community, which includes the families of our students, will sustain excellence by creating an environment of life-long learners who develop a belief of bilingualism as being an asset of academic excellence. ISLA students are bilingual students who believe they can and they will succeed.

ISLA is the only middle school/high school in New York City serving grades 6-12, completely devoted to bilingual (Spanish) education. In the Department of education, there are various schools which offer bilingual classes and a differentiated ESL program. However, ISLA is the only school dedicated and designed to achieve bi-literacy and welcomes students who are at the beginning, intermediate, and advanced levels of English acquisition. Though many of our students are not yet proficient, we have made notable progress on state summative assessments, which can be viewed in the Progress Report. Students are exposed to native language content and continue to receive more aggressive exposure to English strategies within the classroom, around the campus, and as they continue to volunteer in a supportive community. The most prominent contribution to their willingness to achieve is the strongly collaboration and connection we have to their families, their experiences, and their future. Over 50% of our staff have similar immigration experiences and serve as role models to our parents and our children.

ISLA is located in a building with four other schools. When you enter the building and pass the double doors on the left, you realize you have immediately entered a community of support, learning, and advancement of children. Students are courteous, well dressed, and exhibit very minor discipline issues. Our students are unified in school uniform, and their perspective on education and openness to learning.

ISLA students are educated to understand the value of all levels of education and the impact it will have on their future, their families, and their professions. Students believe it will allow them better opportunities for career decisions, to support their families in their native countries, and to possibly allow for some to become U.S. citizens. Students at ISLA are part of Campus wide initiatives such as student led fundraisers, campus council and campus community service.

International School for Liberal Arts is a member of the “**PSO/CFN Fordham Network**” which provides us with a constellation of school support services including: the “**Credit Recovery Program.**” We are also affiliated with Lehman College who provide the **Gear Up Program** and Bronx Community College who provide a **College Readiness Program.**

We have partnered with the “**Exploring Program**” which is a “work-site based program whose purpose is to provide work-related experiences that help young people mature and prepare themselves to become responsible and caring adults. Explorers investigate the meaning of independence in their personal relationships and communities.”

The Good Shepherd Program targets our at-risk students with opportunities to explore various careers and examine gender-based social and emotional behaviors by providing strategies for students to modify and correct behaviors that disrupt and interfere with academic success and emotional growth.

It is our mission to encourage all members of the school community to become "independent thinkers, not simply gleaners of information," so they can wisely choose the course of their lives.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	International School for Liberal Arts				
District:	10	DBN #:	10X342	School BEDS Code:	32-10-00-01-1342

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2008-09	2009-10	2010-11		
Pre-K					87.71	87.92	TBD		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2008-09	2009-10	2010-11		
Grade 3					90.9	100%	TBD		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6		37	40	(As of October 31)	2008-09	2009-10	2010-11		
Grade 7	56	40	67		89.1	83.2	83.9		
Grade 8	54	62	49						
Grade 9	105	80	94	Students in Temporary Housing: Total Number					
Grade 10	82	99	125	(As of June 30)	2008-09	2009-10	2010-11		
Grade 11	91	104	85		25	?	TBD		
Grade 12	88	88	90						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2008-09	2009-10	2010-11		
Total	476	510	550		119	33	68		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2008-09	2009-10	2010-11		
Number in Self-Contained Classes	0	0	0	Principal Suspensions	14	?	TBD		
No. in Collaborative Team Teaching (CTT) Classes	0	0	1						

DEMOGRAPHICS							
Number all others	0	7	16	Superintendent Suspensions	4	?	TBD
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2008-09	2009-10	2010-11
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	N/A	N/A	N/A
# in Trans. Bilingual Classes	339	438	418	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	0	0	0	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	7	16	(As of October 31)	2008-09	2009-10	2010-11
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	30	37	37
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	10	12	11
(As of October 31)	2008-09	2009-10	2010-11	Number of Educational Paraprofessionals	2	2	1
	7	?	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2008-09	2009-10	2010-11
(As of October 31)	2008-09	2009-10	2010-11	% fully licensed & permanently assigned to this school	100.0	100	100
American Indian or Alaska Native				Percent more than two years teaching in this school	32.3	62	84.6
Black or African American				Percent more than five years teaching anywhere	51.6	70	84.6
Hispanic or Latino	100%	100%	100%	Percent Masters Degree or higher	84.0	81	86.5
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.2	81	86.5
White							
Multi-racial	N/A	N/A	N/A				
Male	51.3	52.4	50.98				
Female	48.7	47.6	49.02				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10	<input checked="" type="checkbox"/> 2010-11

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Differentiated Accountability Phase:

<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructuring – Year 1
<input type="checkbox"/> Restructuring – Year 2	<input type="checkbox"/> Restructuring – Advanced	

Differentiated Accountability Category:

<input checked="" type="checkbox"/> Basic	<input type="checkbox"/> Focused	<input type="checkbox"/> Advanced
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Individual Subject/Area Outcomes	Elementary/Middle Level			Secondary Level (2008 – 2009)		
	ELA:	X		ELA:	X	
	Math:	√		Math:	√	
	Science:	√		Grad. Rate:	√	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate**	
All Students	X	√	√	X	√	√	?
Ethnicity							
American Indian or Alaska Native				-	-		
Black or African American							
Hispanic or Latino	X	√		X	√		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-		
Multiracial				-	-		
Other Groups							
Students with Disabilities				-	-	-	
Limited English Proficient	X	√	√	X	√	-	
Economically Disadvantaged	X	√	√	X	√		
Student groups making AYP in each subject	0	3	3	0	3	1	

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2009-10	
Overall Letter Grade	A	Overall Evaluation:	N/A
Overall Score	85.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	N/A

School Environment (Comprises 15% of the Overall Score)	11.7		Quality Statement 2: Plan and Set Goals	N/A
School Performance (Comprises 25% of the Overall Score)	1.2 MS		Quality Statement 3: Align Instructional Strategy to Goals	N/A
Student Progress (Comprises 60% of the Overall Score)	34.2 MS		Quality Statement 4: Align Capacity Building to Goals	N/A
Additional Credit	3		Quality Statement 5: Monitor and Revise	N/A

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Based on our NYC Progress report our middle school performed poorly in Mathematics. However, our high school out performed both peer and City standards in math. Due to the change in the Scale Score / Proficiency Ratings conversion table, we carefully analyzed the performance trends in both subjects based on the scale scores. Our findings show that despite the low number of students scoring at proficiency in ELA, we made significant progress in scale score gains as evidenced by 65.1 % of all students, and 68.3% of lowest third students making exemplary gains.

In mathematics, our analysis shows that despite a low score in the middle school report card, 24.4% of our English Language Learners and 31.7% of the lowest third students made exemplary gains. At the high school level, we far exceeded the performance of our peer schools as well as the city as a whole with regents pass rates of 132 and 145 respectively. Instruction at the middle school level will receive much attention and close supervision in order to ensure performance is on par with the high school.

Key Data:

School's Strengths:

- The school has developed an on-going system of monitoring and revising curriculum plans.
- The school has a strong formative assessment cycle that is used to inform instruction.
- There is an instructional leadership team comprised of teacher leaders which ensures that instructional goals are being met in every content area.
- The school effectively uses data to differentiate instruction and to plan for each grade and class.

School's Achievements:

- As per the 2007 School Report Card, the school has developed a strong learning environment in which students feel safe and encouraged.
- The school has had significant progress in math and ELA with students identified as being in the bottom 1/3 of the city.
- Currently, 75% of our graduating class is scheduled to graduate with an advanced regents' diploma.
- The school has had extraordinary achievement gains in High School Math and Science, as per the 2009 Progress report.

School's Challenges:

- The school is challenged with limited space in a building shared by 4 other schools.
- The current 11th grade class has the highest credit recovery needs of the school.
- The fundamental challenge for our school is the fact that all students are English Language Learners and are enrolled continuously throughout the year from 6-12 grades.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

1. **For academic school 2010-2011 we will increase our average annual high school attendance rate by a minimum of 2% from the prior year from 88% to 90%**
2. **At least 80% of all Cohort N students (11th grade) will accumulate the required minimum number of credits for the 2010– 2011 school year (by Aug 31, 2011) needed for promotion and meet graduation criteria by August 31, 2012.**
3. **To promote quality instructional practices, we have adopted the Sheltered Instruction Observation Protocol (SIOP). This model will standardize and provide uniformity across all content areas with both a Language and Content Objective in all grades. 100% of our teachers will be trained in professional development workshops by SIOP experts and lead teachers towards the implementation of this model by June 30, 2011. Our objective is to have 90% of our teachers implementing the SIOP model by September, 2011.**
4. **Our middle school students will maintain a minimum of 75% median growth percentile in ELA as indicated on the NYC School Progress Report by June, 2011.**
5. **Our middle school students' progress in Math will increase from 54% as indicated on the NYC School Progress Report by June, 2011.**

SECTION VI: ACTION PLAN - 2

Subject/Area (where relevant): Credit Accumulation/Graduation

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>1. At least 80% of all Cohort N students (11th grade) will accumulate the required minimum number of credits for the 2010– 2011 school year (by Aug 31, 2011) needed for promotion and meet graduation criteria by August 31, 2012.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • All Cohort N students will receive “Academic Intervention Services” including additional classes in the core subjects as needed during the same semester to be on track for graduation. • The lowest third of Cohort N students (based on Proficiency Ratings) will receive additional instructional support and intervention.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> ▪ Funding is established if necessary ▪ Professional development is provided as needed. ▪ Interim measurable objectives will be established by the teachers and by the administration. ▪ Infra-structure will be aligned with goals and initiatives. Monitoring process is in place. ▪ The school will use thoughtful and accurate analysis of data to understand and improve the progress and achievement of all its students.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • 2010 Term 1 – Marking Period Scholarship Report for Cohort N (80% target / 6+ credits for MP3) • 2010 Term 2 – Marking Period Scholarship for Cohort N (80% target/ 6+ credits for MP3)

SECTION VI: ACTION PLAN - 3

Subject/Area (where relevant): Instruction

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To promote quality instructional practices, we have adopted the Sheltered Instruction Observation Protocol (SIOP). This model will standardize and provide uniformity across all content areas with both a Language and Content Objective in all grades. 100% of our teachers will be trained in professional development workshops by SIOP experts and lead teachers towards the implementation of this model by June 30, 2011. Our objective is to have 90% of our teachers implementing the SIOP model by September, 2011</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ▪ Teachers will receive copies of the Sheltered Instruction Observation Tool (SIOP) guide and workbook. ▪ Professional development by SIOP experts, administration, Lead Teachers, and our Network will be provided to support this goal. ▪ A consultant from Pearson will be secured to support administration with the implementation of this goal. ▪ The principal will construct a protocol for the ways in which feedback to teachers can be provided, implemented, adjusted, and assessed. ▪ A “Professional Growth Journal” will be created to support teacher understanding and the implementation of the goal. ▪ Teachers will understand our goal and know that they are being evaluated for the standards of Student Engagement and Student Assessment. ▪ Teachers are committed to their professional development for this initiative. ▪ Teachers’ ratings will be reviewed at least 3 times per semester during teacher-administrator conferences. ▪ Seek assistance and feedback from the Network Achievement Facilitator, Network Leader, and Network Team members. ▪ Teacher teams will conduct periodic walk-throughs to identify areas of growth and concern ▪ Lead teachers will meet with administration to review the observations made as a result of the walk-throughs ▪ Empower lead teachers to assume leadership roles on designated committees and teams.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> ▪ Funding is established if necessary ▪ Professional development is provided as needed. (especially for all core teachers) ▪ Interim measurable objectives will be established by the teachers and by the administration. ▪ Infra-structure will be aligned with goals and initiatives. Monitoring process is in place. ▪ The school will use thoughtful and accurate analysis of data to understand and improve the progress and achievement of all students.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Based on teacher observations, using the SIOP assessment tool, teachers will provide instruction that demonstrates evidence of implementation and effective use of the model across all subject areas. • Three sets of students’ ratings will be completed for each marking period. • Comparison of rating sets will show improvement

SECTION VI: ACTION PLAN - 4

Subject/Area (where relevant): Performance in ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>1. Our middle school students will maintain a minimum of 75% median growth percentile in ELA as indicated on the NYC School Progress Report by June, 2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ▪ We will have an Inquiry Team dedicated to support this goal. ▪ The Data Specialist will gather the latest ELA Regents results as of September 2010 from HSST and ATS for students of Cohort M. ▪ The Data Specialist in collaboration with the lead teachers will create two target groups: <ul style="list-style-type: none"> ○ Students of Cohort M who have scored 55 – 64 on the ELA Regents ○ Students of Cohort M who have not scored at least a 55 on the ELA Regents. ▪ Old ELA Regents Exams for students who have not achieved a score of at least 65 will be analyzed by the Inquiry Team. Individual student “needs assessments” will be created and articulated to teachers for differentiated instruction. ▪ All students in Cohort M who have not achieved a score of at least 65 for the Regents Exam in Comprehensive English (ELA) will be rescheduled to take that exam until they score 65 or above. ▪ All students who have not achieved a score of 65 for the Regents Exam in Comprehensive English will be programmed for Regents Prep and or receive tutoring which is built into our teachers’ weekly Professional Development Calendars. ▪ Students who have not achieved a score of at least 65 for the Regents Exam in Comprehensive English will sit for both DY0 (baseline) and old Regents Exams to assess their improvement and readiness for the ELA Regents Exam. ▪ The guidance counselors will support this goal through “case conferencing” during the AIS meetings. ▪ We will seek support and feedback from the Network Leader, and Network Team members
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> ▪ Funding is established if necessary ▪ Professional development is provided as needed. (especially for all teachers) ▪ Interim measurable objectives will be established by the teachers and by the administration. ▪ Infra-structure will be aligned with goals and initiatives. Monitoring process is in place. ▪ The school will use thoughtful and accurate analysis of data to understand and improve the progress and achievement of all its students.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Mock regents exams • Periodic assessments review and analysis • Administration of January 2011 English Regents and analyze results. • Administration of June 2011 English Regents and analyze results

SECTION VI: ACTION PLAN - 5

Performance in Math

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>1. Our middle school students’ progress in Math will increase from 54% as indicated on the NYC School Progress Report by June, 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ▪ We will have an Inquiry Team dedicated to support this goal. ▪ The Data Specialist will gather the latest Math Regents results as of September 2010 from HSST and ATS for students of Cohort M. ▪ The Data Specialist will create two target groups: <ul style="list-style-type: none"> ○ Students of Cohort M who have scored 55 – 64 on the Math Regents ○ Students of Cohort M who have not scored at least a 55 on the Math Regents. ▪ Old Math Regents Exams for students who have not achieved a score of at least 65 will be analyzed by the Inquiry Team. Individual student “needs assessments” will be created and articulated to teachers for differentiated instruction. ▪ All students in Cohort M who have not achieved a score of at least 65 for the Regents Exam in Mathematics will be rescheduled to take that exam until they score 65 or above. ▪ All students who have not achieved a score of 65 for the Regents Exam in Mathematics will be programmed for Regents Prep and or receive tutoring which is built into our teachers’ weekly Professional Development Calendars. ▪ Students who have not achieved a score of at least 65 for the Regents Exam in Mathematics will sit for both ACUITY Predictive Exams and old Regents Exams to access their improvement and readiness for the ELA Regents Exam. ▪ The guidance counselors will support this goal through “case conferencing” during Inquiry Team meetings. ▪ We will seek support and feedback from the Network Leader, and Network Team members.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> ▪ Funding is established if necessary ▪ Professional development is provided as needed. (especially for all Inquiry Team teachers) ▪ Interim measurable objectives will be established by the teachers and by the administration. ▪ Infra-structure will be aligned with goals and initiatives. Monitoring process is in place. ▪ The school will use thoughtful and accurate analysis of data to understand and improve the progress and achievement of all its students.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Review of assessments for Predictive results from the Fall of 2010 (indicating Regents Level probability). • Administration of January 2011 Math Regents and analyze results. • Administration of June 2011 Math Regents and analyze results

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring – Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2010-11 – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	30	30			5			
7	45	45			10			3
8	30	30	30		12		6	
9	n/a	n/a	n/a	n/a				
10	n/a	24	n/a	n/a				1
11	n/a	29	8	1			15	
12	All students who have not scored at least a 65 on the English Regents	All students who have not scored at least a 65 on one Math Regents	24	26			12	

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA:</p> <p>(CFI groups for Cohorts M will be generated in HSST to track students' progress and to help the school make AYP)</p>	<ul style="list-style-type: none"> ▪ Extended day classes for all beginner English language learners ▪ Children's First Intensive Initiative: a special program to assist a targeted group of incoming 9th grade students whose combined average 8th grade NYS Assessment scores for ELA and Math is in the lower third of their "peer" group. ▪ Extended – day classes to provide Regents preparation ▪ Regents Prep classes ▪ Mandated compliance with NYS ELL requirements to provide LEP students with English Language acquisition. ▪ Title I Funding
<p>Mathematics:</p> <p>(CFI groups for Cohorts M will be generated in HSST to track students' progress and to help the school make AYP)</p>	<ul style="list-style-type: none"> ▪ Extra-periods for all incoming 9th grade students to provide accelerated acquisition of math skills ▪ Extended – day classes to provide Regents preparation ▪ Regents Prep classes ▪ Voluntary transfer of Students to Y.A.B.C. if appropriate. ▪ Title I Funding
<p>Science:</p>	<ul style="list-style-type: none"> ▪ Saturday Academy classes to provide Regents preparation ▪ Title I Funding
<p>Social Studies:</p>	<ul style="list-style-type: none"> ▪ Extended – day classes to provide Regents preparation ▪ Credit recovery classes ▪ Saturday Academy ▪ Title I Funding
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>All students receive guidance counselor services.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<ul style="list-style-type: none"> ▪ n/a
<p>At-risk Services Provided by the Social Worker:</p>	<ul style="list-style-type: none"> ▪ Services provided by our Social Workers for Special Needs Students and as needed to general education students. ▪ Services provided by "Good Shepherd Services".
<p>At-risk Health-related Services:</p>	<ul style="list-style-type: none"> ▪ These services are provided by Montefiore Clinic housed in our school.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- Our school's 2009-10 Title III program narrative and budget has been revised for 2010-11 (pending allocation of Title III funding). The revised Title III plan is described in this section.

Form TIII – A (1) (a)

Grade Level(s) 6 – 12 **Number of Students to be Served:** _____ **LEP** _____ **Non-LEP**

Number of Teachers _____ **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Response: Students are serviced with Saturday and after school tutorials. The tutorial sessions directly service the needs of the English Language learners. Additionally, all English Language Learners are programmed into their requisite number of ESL courses throughout the school day. The tutorial assistance is provided as a means by which students can acquire necessary language skills conducive to their success on the English Regents. Students are provided with assistance in all of their regularly scheduled classes. Students are provided with individualized tutorial assistance, Regents preparation, and explicit writing and reading assistance. Three times weekly students are provided with one-on-one tutorial assistance in the different content areas. Saturday Academy is reserved for more explicit Regents preparation for English Language Learners. Moreover, teachers are given opportunities outside of school to interact with the English Language Learners that most need the content area support. Student instruction is based on students' language acquisition proficiency as indicated in the NYSESLAT. As Bilingual/Transitional is the only program provided at International School for Liberal Arts, language instruction during the Title III program follows this model. Students are encouraged to engage in discussion and listening primarily in English.

Rationale: English Language Learners need more support when comprehending content and language in the classroom. The Title III program is designed in such a way that students are given necessary tools to better comprehend content in the classroom. The Title III instructors hold a M.S. in Teaching English to Speakers of Other Languages in addition to a NYS Professional Certification. Additionally, many have participated in QTEL professional development. The structure of the program lends itself to more one-on-one support for students. Additionally, the program addresses language learning needs of Students with Interrupted Formal Education (SIFE). Students are given multiple opportunities to engage in reading, writing, listening and speaking. The development of these four modalities is critical to students becoming proficient in the English language.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Rationale: Professional development is a critical component of a successful Title III program. As our understanding of the language acquisition policy is constantly changing, on-going professional development is important. Teachers are given opportunities to engage in outside professional development through outside funding.

As teachers are provided with outside professional development, Title III funds are used to cover the daily per diem for a substitute teacher. This is used to provide coverage for the classes that are missed as a result of the professional development.

Teachers receive professional development during a daily common period. Teachers are grouped by disciplines twice weekly to discuss and address the needs of the English Language Learners enrolled in their classes. Teachers are given explicit professional development on addressing the needs of English Language Learners. Additionally, teachers have received QTEL (Quality Teaching for English Learners) training across several disciplines. The training provided sound strategies for increasing academic achievement for English Language Learners throughout the core-curricula. The licensed ESL teacher has also received extensive professional development through our partnership with the Fordham University BETAC. The teacher goes to the BETAC and receives this on-going professional development. In-house professional development is on-going during our weekly curriculum planning meetings. Teachers are allotted one period weekly to ensure improvement of practice with students, specifically targeting our English language learner population. Additionally, the ESL teacher is sent to professional development and the funding for coverage of his classes is taken out of the Title III funding.

ESL Professional Development is provided to teachers of Title III program on a monthly basis. Teachers are provided with hands-on methodology that they can use within their own classes. Additionally, Regents preparation skills are infused in the on-going development. The certified ESL teacher provides this on-going professional development to the teachers participating in the Title III program. Specific strategies used during this Title III program include: teaching modalities, differentiation for diverse learners and hands-on ESL strategies.

Parental Involvement – Description of Parent and Community Participation- Explain how the school will use the Title III funds to increase parent and community participation of ELLs.

Rationale: Parental involvement is a key component for a successful Title III program. The increased level of parental involvement contributes to the overall success of academic programs within the school. Parents are more likely to engage their children if they are given the necessary support to do so. Our parental involvement portion of our Title III program takes into account the busy lifestyles of working parents. We invite parents into the school three times annually to conduct meaningful and productive workshops which allow parents to have a role in the development of their high school children. The parents of our ESL students are invited to partake in activities that further help them acclimate to the language and culture prevalent in New York City.

Activities/Service Provider Qualifications: The ESL Lead Teacher, Bilingual Guidance Counselor and Parent Coordinator work closely to ensure that parents are provided with necessary development throughout the course of the year. The parents are invited in for three workshops throughout the year and provided with crucial information surrounding the Title III program and ESL program. Additionally, parents are provided with basic strategies for engaging their children in academic language. These workshops deal with topics such as: Gang awareness, study skills and computer skills. The workshops provide incentives for parents to become more involved in the education of their children. Additionally, parents being more involved in high school allows for an increase in student achievement.

Refreshments and transportation costs are incorporated into the programs. Parents typically are participating after their work day. A light dinner and metro card ensure that parents attend the workshops. These small incentives increase parent participation and consequently increase overall student achievement.

Form TIII – A (1) (b)

**School: International School for Liberal Arts
Title III LEP Program
School Building Budget Summary**

BEDS Code: 32-10-00-01-1342

		Guideline	Total Allocation	Percentage Allocated	Amount to Schedule	Scheduled Total	Explanation
		Per Session	\$15,000.00	65%	9,750.00	9,747.08	
		Materials	\$15,000.00	15%	2,250.00	2,268.00	
		Parental Involvement	\$15,000.00	10%	1,500.00	1,494.60	
		Professional Development	\$15,000.00	10%	1,500.00	1,491.90	
Item#	New Item	Organization Category	No. of Hours	Per Session Rate w/Fringe	No. of Staff	Budget Amount	
1	Per Session	Supervisor - Per Session	0	\$44.61	1	\$0.00	
2	Per Session	Teacher - Bilingual - Per Session	196	\$49.73	1	\$9,747.08	Utilized to provide tutorial assistance to ELL's in need of additional assistance-takes place on Saturdays and after school.
3	Per Session	Educational Para - Per Session	0	\$24.40	1	\$0.00	
4	Per Session	Secretary - Per Session	0	\$28.65	1	\$0.00	
5	Parent Involvement	Teacher / Counselor Per Session	20	\$49.73	1	\$994.60	Counselor provides parents with vital information about English Language Learners and support services available to them.
6	Professional Development	Teacher – Bilingual – Per Session	30	\$49.73	1	\$1,491.90	Teacher creates and provides ESL methodology professional development to faculty.
7	Professional Development	400 - Non Contractual Services				\$0.00	
8	Parent Involvement	400 - Non Contractual Services				\$200.00	Funds provide necessary materials for parent meetings and informational sessions.
9	Parent Involvement	400 - Non Contractual Services				\$300.00	Funds provide necessary materials for parent meetings and informational sessions.
10	Materials	100 - Supplies				\$0.00	
11	Materials	100 - Supplies				\$2,268.00	Supplies- books and materials used during the Saturday and after-school tutorials. Rosetta Stone English Software.
12	Materials	337 - Textbooks				\$0.00	
TOTAL						\$15,001.58	

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

The International School for Liberal Arts, also referred to as ISLA, serves a population of approximately five hundred and fifty students. Our English Language Learners (ELLs) consist of 87% of this population across grades 6-12. Our long-term ELLs (LTE) consist of 23% of our student population. ISLA students come from a predominately Latin American country. All our English Language Learners' are native Spanish speakers. In accordance with the New York State Commissioner's Regulation Part 154, our students' educational and linguistic needs are served appropriately in a Transitional Bilingual Education (TBE) program. All parents of children at ISLA have chosen TBE as their program of choice. Because of the school's design, where the entire population is Spanish-speaking, we must provide this method of programming for students. The goal of our TBE program is to enable our ELL students to develop the linguistic, cognitive, and affective skills they need to function in the school and community at large. Additionally, our ultimate goal is to give our students the tools they need to be successful in college.

A. The school utilizes a collaborative instructional model to support learning. For example, our baseline assessment administered in an English class is complemented through parallel versions in ESL, and NLA (Native Language Arts). The purpose of this cooperation is to deliver instruction that would reinforce their literacy skills in their native language while enhancing their English language acquisition.

1b. the program model for the high school is heterogeneously grouped across the content areas. The exception occurs in English and ESL; where students are grouped based on their level of English proficiency.

2. In accordance with NYS and NYC Department of Education regulations, the school adheres to and surpasses the required minutes of ESL/ELA instruction per week. Beginning level ELLs are provided 96 minutes per day of ESL instruction. Intermediate ELLs are provided 96 minutes per day of ESL instruction. Advanced ELLs are provided 48 minutes per day of English instruction and 48 minutes per day of ESL instruction. In addition, all newcomers receive math and social studies in their native language.

2a. Our Native Language Department has implemented the following courses: in the 9th grade, every student is placed in a Native Language Arts class. In the 10th grade, there are two sections of Advanced Placement Spanish Language Classes, and the other three sections are Native Language Arts classes. In these classes, teachers have to differentiate instruction because there are many SIFE students that need additional support. In the 11th grade, there is one section of Pre-Advanced Literature class, and the other sections are all categorized as Native Language Arts classes. In the 12th grade class, there is one section of an Advanced Placement Literature Class, and the other sections are Native Language Arts. In the 12th grade there is one section of Italian 3, which is the first term of the second year of the language study. In all of these classes, in addition to a rigorous curriculum, technology is infused through smart-board usage and computer accessibility as part of the curriculum in each class.

3. To support content comprehension the school has initiated the research-based SIOP instructional strategies. We intend to continue this model and teachers will be provided SIOP (Shelter Instruction Observation Protocol) training. SIOP is part of a school-wide initiative for every teacher to incorporate into their daily instruction. Additionally, many teachers have been trained in the QTEL (Quality Teaching for English Learners). We plan to offer this training to all teachers of ELLs.

4a. at present, SIFE students are being serviced in whole group classes with differentiated instruction. A SIFE/LTE grant is pending, and if the school receives additional funding, instructional programs will be offered for this population.

b, c, d – ISLA is exclusively a Bi-Lingual school with a rolling admissions policy. The student population is entirely comprised of ELL's. To this end, our primary evaluation of students is their performance level on the NYSESLAT exam. Students' needs are addressed based on their level of proficiency. Students' years of service are carefully monitored. NYSESLAT is an integral factor in assessing student progression in language acquisition. While NYSESLAT results are our primary indicator of language growth, we also take into account Years of Service, teachers' recommendations and DY0 assessments.

e. The ELL population with special needs is provided SETSS push-in instruction by a licensed Special Education Teacher.

5. Saturday Academy – Students that are not meeting Regents Exam performance criteria are enrolled into our Saturday Academy. In this setting, class size is reduced and students engage in skill based work. The English Regents prep is instructed in English, with Native language support. The Global and U.S. History prep courses are instructed in the Native Language. Math courses are offered in both English and the Native Language.

6. Our recently proficient students will continue to receive their testing accommodations; and their instruction is predominantly in English with Native Language support.

7. This year, we will incorporate the web-based program "Learning Village" to help 6-12 grade students in the areas of Math, Science, and Reading. Additional technology programs are being considered for this school year (pending SIFE/LTE grant funding) i.e. "Achieve 3000," and "My Access." These programs target reading and writing respectively.

8. The SIFE Native Language Arts small-group instructional program cannot be continued due to budget cuts. These students are being serviced in whole group instruction, through differentiated instructional strategies. However, we are exploring the possibility of implementing small group instruction for this population next semester.

9. The entire school population is comprised of ELL's who are eligible for full access to all school programs.

10. This year we are fortunate to have a full capacity computer lab where we anticipate providing the following programs: Learning Village – provides several web-based programs, such as Destination Reading/Destination Math in both English and Spanish. MyAccess is a web-based writing program; and Achieve 3000 is a web-based reading program. These programs also offer assessment tools to measure and evaluate students' progress.

11. ISLA will provide TBE classes exclusively in grades 6-12. The Transitional Bilingual Program at ISLA consists of 21 classes on all grade levels. Two 6th grade classes, three 7th grade classes one of them ICT, two 8th grade classes, three 9th grade classes, four 10th grade classes, three 11th grade classes, and four 12th grade. All ELL students receive the daily requirement of E.S.L instruction as determined by the LAB R and the NYSESLAT by fully certified ESL teachers. In the middle school (6-8) the beginner and intermediate level students receive 360 minutes per week of ESL instruction and the advance students receive 180 per week of ESL instruction. In the high school, ELL students at the beginning level will receive 540 minutes (three units) of ESL; intermediate levels of English proficiency will receive the mandated 360 minutes of ESL per week. Students at the advanced level will receive 180 minutes per week of ESL (one period per day) with more time allocated to English literacy

instruction, which will include English Language Arts course. The Native language instruction and English language instruction is fully aligned with New York City's language allocation policy and reflects 40/60 instruction in English and native language for beginners; 50/50 instruction for intermediate; 25/75 for advanced students, respectively. TBE and ESL teachers will utilize scaffolding and differentiated instructional strategies for increased ESL and content area academic development. The bilingual classes are provided with a range of literature in English and Spanish instruction in reading and writing. This variation requires our TBE teachers to differentiate instruction in order to meet the required performance standards for the native language (Spanish), English Language Arts, and ESL. Staff will utilize data from the NYSESLAT, Spanish LAB, ELE, school created diagnostic assessments, and the LAB-R to create instructional units that will support the academic language development of each student.

12. Yes, the required service support and resources correspond to ELLs ages and grade level.

13. We provide a Freshman Orientation prior to the start of the school year to acclimate incoming 9th graders, newcomers and families. In the middle school we conduct several open house orientations for students and their families. The guidance counselor also conducts intake workshops at neighboring schools and invites schools to visit our school with potential applicants.

14. Our language elective this year is Italian offered to on-track seniors. In addition, we are offering a Creative Writing English elective for all seniors.

Part IV: Assessment Analysis

The following assessment tools are used to assess literacy skills ELA, ELE, NYSESLAT, Periodic Assessments (DYO), DRA 2, DRA Spanish to determine students ESL/NLA proficiency and independent reading levels. The entire ISLA pedagogical staff will convene on a regular basis to review assessment results. These assessment tools assist in determining students' areas of strengths and weaknesses. In addition, we gather and analyze the data from the progress reports, credit accumulation, ARIS and past regent's exams to inform instructional interventions and guidance to keep our students on track and progressing.

Our guidance counselors evaluate student's transcripts and report cards. They conduct student interviews to establish and review goals and objectives for further academic and social intervention.

The data reveals that our Long Term English Language Learners make up 23 % of our population. After carefully analyzing our long-term ELL's data we found that 92% of our long-term ELLs are at the Intermediate or Advanced levels based on the NYSESLAT. Last year, 6% of LTEs tested proficient on the NYSESLAT. However, only 5% are demonstrating proficiency in reading and writing; 53% percent are proficient in listening and speaking; and 42% percent are not proficient in any of the four modalities. In addition, the NYSESLAT 2009-2010 results shows 27% of ELLs achieved gains in the reading and writing modalities and 36% showed an increase of proficiency level. Even though there is evidence of improvement, the majority of our long-term ELLs have not met proficiency in reading and writing modalities.

4b: After analyzing the data from the periodic assessments, the School Leadership Team in collaboration with the teachers, modify their instruction to meet students' needs. In addition, programs are designed for academic intervention in our Saturday Academy and after school.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - a. *An assessment of written translation needs was conducted based on "Student Home Language Surveys" and (Part 154).*
 - b. *The RESI Report in ATS indicates the "home language" for every student. An analysis of this report indicates that over 100% of our ELL's are of Hispanic descent and their "home language" is Spanish.*
 - c. *Our school is a bilingual transitional program, therefore, day-to-day assessments are offered to our English Language Learners (ELL) in their Spanish Native Language classes.*
 - d. *The Lab-R exam results are used to appropriately place our ELL students into proper English as a Second Language (ESL) class level and to satisfy the minimum number of minutes per week for compliance.*
 - e. *The New York State English as a Second Language Achievement Test (NYSESLAT) results are monitored and reviewed annually to determine the effectiveness of our ESL program. In addition, the NYSELAT results determine appropriate future placement into ESL class level and to determine if an ELL student has tested-out of ESL services.*

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
 - a. *The population of ELL's receiving services is all of Hispanic descent. These findings are available to the school community via the information contained in public documents which are posted online such as our Annual School Report Cards, our High School Progress Reports, and our Quality Review Reports. The native language of the parents is Spanish.*
 - b. *The Oral Interpretation Service will allow teachers and administrators to express crucial information to parents concerning students' academic progress, academic standards, available services and programs. At the same time this service grants parents the opportunity to share their concerns and questions about the school and the education of their children. In addition, because our entire student population is Spanish speaking, all parent letters and flyers are translated in Spanish for effective communication.*

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

- a. The International School for Liberal Arts had determined the need for written translation through various sources First , The RPOB report from the NYC ATS which indicates that 100 percent of our students reside in homes where Spanish is the dominant language. In addition, 65 new arrival students were registered this year. Their Home Language Surveys reveal that Spanish is the language understood and spoken in the home. During the registration process, all parents needed to be interviewed in Spanish. This information suggests the need for translated information so that parents can be informed in their native language about the New York City Educational system, their rights and options as parents to make informed decision about the education of their children, how to navigate the education system to support their children’s education, and how they can become involved in their school community. Since a significant percentage of parents are not proficient in English, It is evident there is a need for all school information, including the principal’s letters, to be translated in Spanish. All information packets, newsletters, flyers, programs, school activities and other correspondence are translated into students’ native languages. All “School Messenger” messages are generated in Spanish.*
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
 - a. The ISLA community considers parent involvement as an important component in enhancing and supporting students. There is a need and desire to create a respectful communication with parents. This could only be accomplished by informing parents in the language they understand. The proposed translation services will provide the school and its parents with the means to communicate both through written documents and oral translations in the language parents understand. The funds for this service will cover the following written translations: the translation service will be provided by the parent coordinator and teachers*
3. Describe how the school will fulfill Section VII of Chancellor’s Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor’s Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
 - a. As a bilingual school, all parent documents are translated to the Spanish native language.*
 - b. The school will post, in a conspicuous location at or near the primary entrance to the School, a sign in each of the “covered languages” indicating the office / room where a copy of all school generated written notifications may be obtained.*

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I School-wide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$620,218.00	\$9,515.00	\$629,733.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,201.00	\$95.00	\$6,296.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$31,011.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$62,000.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **(TBD)**
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

- School Parental Involvement Policy

I. General Expectations

ISLA’s parents agree to adhere to the following parental involvement policy expectations:

- To agree to become involved in the strategies designed to encourage parent activities.
- To attend meetings, open school days/night and fundraisers activities.
- To foster and maintain open communication with all school staff and participate in school events whenever possible.

- To participate in or request technical assistance training offered by the school or district office offers on child rearing practices, teaching and learning strategies.
- To communicate with my child's teachers about his/her educational needs.
- To support my child's learning by making education a priority by:
 - Making sure my child is on time and prepared everyday for school
 - Monitoring attendance
 - Scheduling daily homework time
 - Talking with my child about his/her school activities daily
 - Making sure homework is completed
 - Monitoring the amount of television my child views daily
 - Taking care of my child's health needs
 - Providing an adequate environment for study
 - Participating in decisions relating to my child education
 - Promoting positive use of my child extracurricular time
 - Participating in school activities in a regular basis
 - Staying informed about my child's education and communicating with school by promptly reading all notices received by my child
 - Providing my child with a library card
 - Reading and/or discussing reading material everyday with my child.
 - Promote positive values and character traits, such as respect and responsibility
 - Respecting the cultural differences of others
 - Helping my child accept consequences for negative behavior
 - Supporting the school discipline policy
 - Expressing high expectations and offering praise and encouragement on progress and achievement

II. Description of How School Will Implement Required Parental Involvement Policy Components

- a) ISLA will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

-Parents will participate as members of our School Leadership Team.

- b) ISLA will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- 1% of Title 1 funds will be used to plan for and present workshops on myriad topics: college application process, graduation requirements, the State and City Content and Performance Standards, Breast cancer awareness, gang awareness, literacy training, graduation requirements, CPR, computer technology.
- Conduct annual campus-wide conference on Title 1.
- Host monthly PA meetings
- Conduct ARIS trainings for the Parent Link
- Celebrate Parents' Appreciation Day

c) ISLA will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, on how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by disseminating information via phone calls, flyers, newsletters, emails, correspondence in a bilingual format, and Parents' Association monthly calendar.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- offering workshops in immigration, financial aid, college readiness, the road to graduation among others.
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- developing multiple opportunities for parents to the ARIS Parent Link to enhance parents' participating in their child's education.
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

3. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

We, the school and parents agree to work cooperatively to provide for the successful education of our children.

SCHOOL	PARENT/GUARDIAN
<ul style="list-style-type: none"> • To train parents to enhance the involvement of other parents in planning reviewing, and creating activities in order to meet the Title I program guidelines. • To maximize opportunities for parental involvement and participation, the school will make every effort to accommodate parents' varying schedules. • To adopt and to implement model approaches to improve parental involvement, including the provision of transportation or child care when possible • To assure parents may participate in professional activities, i.e., literacy classes and workshops as well as: <ul style="list-style-type: none"> • Parents/Teacher conferences • Goal setting for students • Reasonable access to staff • Opportunities to volunteer and participate in their child's class • Observation of classroom activities • Access to enrichment programs • To host a numbers of events and meetings through the year that allows parents to be involved directly in school activities and in the following parent organization: <ol style="list-style-type: none"> 1. School Leadership Team SLT 2. Parent Association 3. Title 1 parent representation • To provide a high-quality curriculum and instruction in a supportive effective learning environment that enables students to meet New York State achievement standards. <ul style="list-style-type: none"> • Reasonable access to staff • Opportunities to volunteer and participate in their child's class • Observation of classroom activities 	<ul style="list-style-type: none"> • To agree to become involved in the strategies designed to encourage parent activities. • To attend meetings, open school days/night and fundraisers activities. • To foster and maintain open communication with all school staff and participate in school events whenever possible. • To participate in or request technical assistance training offered by the school or district office offers on child rearing practices, teaching and learning strategies. • To communicate with my child's teachers about his/her educational needs. • To support my child's learning by making education a priority by: <ul style="list-style-type: none"> ○ Making sure my child is on time and prepared everyday for school ○ Monitoring attendance ○ Scheduling daily homework time ○ Talking with my child about his/her school activities daily ○ Making sure homework is completed ○ Monitoring the amount of television my child views daily ○ Taking care of my child's health needs ○ Providing an adequate environment for study ○ Participating in decisions relating to my child education ○ Promoting positive use of my child extracurricular time ○ Participating in school activities in a regular basis ○ Staying informed about my child's education and communicating with school by promptly reading all notices received by my child ○ Providing my child with a library card ○ Reading and/or discussing reading material everyday with my child. ○ Promote positive values and character traits, such as respect and responsibility ○ Respecting the cultural differences of others ○ Helping my child accept consequences for negative behavior ○ Supporting the school discipline policy ○ Expressing high expectations and offering praise and encouragement on progress and achievement.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: School-wide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
 - a. *The school will use a wide array of data sources to determine school needs and school priorities. (School Report Cards, School Progress Reports, School Quality Review Reports, Student Comprehensive Report, ACUITY data, SCANTRON data, Learning Environment Survey, etc.)*
2. School-wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - i. *The school is implementing "Assessment for Learning" strategies and differentiated instruction to assist students in meeting State requirements.*
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - *The school offers extended day classes, Saturday Academy, and a Summer School Program to provide opportunities for students to meet their credit and exam requirements.*
 - o Help provide an enriched and accelerated curriculum.
 - *The school offers Honors and Advanced Placement sections.*
 - *"College Now" and other credit-bearing courses are offered through Lehman College.*
 - o Meet the educational needs of historically underserved populations.
 - *The school offers an ESL program to all English Language Learners and Guidance Services to all students.*
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School-wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - *The school is using both the "Children's First Intensive Initiative" and a "Practice Area Network Research Model" to serve the needs of the lowest third of our students.*
 - o Are consistent with and are designed to implement State and local improvement, if any.
 - *The school provides double-period instructional time for 9th grade English and Math courses and for Regents Preparatory sections.*

3. Instruction by highly qualified staff. *(See Table below)*

International School for Liberal Arts Teacher Qualifications Table

Core Classes not taught by highly qualified teachers	2007 – 2008	2008 – 2009	2009 – 2010	2010 – 2011
Total # of Core Classes				
% not taught by highly qualified teachers				
Teachers with no valid teaching certificate				
Total # of Teachers				
Percent with no valid Teaching Certificate				
Individuals Teaching Out of Certification				
Number of Teachers				
Percentage of Total				
Percent of Teachers with Master’s Degree Plus 30 Hours or Doctorate				

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children to meet the State’s student academic standards.
- *ARIS, DY0, and SCANTRON professional development*
 - *Assessment for Learning professional development*
 - *Provide extensive teacher professional development.*
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
- *The school will employ a school-hiring team to review all applications for positions posted on the “Open Market Hiring System.”*
 - *The school will avail itself of the new web-base “Teacher Finder” tool which is available to Principals on the “Principals Portal” website.*
 - *The school will actively solicit for “highly qualified” applicants to apply for all posted positions.*
6. Strategies to increase parental involvement through means such as family literacy services.
- *The school provides translation services to parents for all parents/families as required by NYCDOE policies.*
 - *The school has a “Bilingual Spanish” Parent Coordinator.*
 - *Special school “open-house” event for parents to meet teachers*

7. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - *Inquiry Team, Instructional Team, Accreditation Committee, school-wide professional development events.*
 - *Use of “formative assessment” and “professional learning community” activities.*
8. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 - *Extended Day sections, Saturday Academy, Tutoring, ESL Program, Special Education Program.*
9. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, adult education, vocational and technical education, and job training.
 - *Confliction Resolution Program*
 - *Guidance Programs*
 - *Gang Awareness professional development*
 - *Campus “Crisis Team” meetings*

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source	Program Funds Are	Amount Contributed to	(✓) Verification that the school has
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	<i>(i.e., Federal, State, or Local)</i>	“Conceptually”¹ Consolidated in the Schoolwide Program (✓)			Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	met the intent and purposes of each program whose funds are consolidated.
		Yes	No	N/A		
Title I, Part A (Basic)	Federal					
Title I, Part A (ARRA)	Federal					
Title II	Federal					
Title III	Federal					
Title IV	Federal					
IDEA	Federal					
C4E	State					
Tax Levy	Local					

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
 - *Not applicable*
2. Ensure that planning for students served under this program is incorporated into existing school planning.
 - *Not applicable*
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - i. not applicable*
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - i. not applicable*
 - c. Minimize removing children from the regular classroom during regular school hours;
 - i. not applicable*
4. Coordinate with and support the regular educational program;
 - a. not applicable*
5. Provide instruction by highly qualified teachers;
 - a. not applicable*
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 - a. not applicable*
7. Provide strategies to increase parental involvement; and
 - a. not applicable*
8. Coordinate and integrate Federal, State and local services and programs.
 - a. not applicable*

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR² Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
 - a. ***We current have ____ students in temporary housing.***
 - Please describe the services you are planning to provide to the STH population.
 - a. ***We will continue to provide Academic Intervention services and counseling support services using Title I SWP and Tax Levy funds.***

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2010-2011

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

2010-2011 Request for Extension of Services

School District 10
School Building High School 342 - Walton Campus

School District Address 2780 Reservoir Avenue; Bronx, NY
School Building Principal Ms. Migdalia Carrillo

Describe interventions being implemented based on the reason/code for ESL/ Bilingual programs' extension of services requests (for students who have received services for three years and beyond).

SE	LEP students with disabilities whose IEP recommends ESL or bilingual instruction (<i>Provide an explanation</i>) Students with an IEP are generally placed into general ESL classes. Additional support is provided throughout the course of the day with English reinforcement. Students are provided with supports throughout the school day. These supports include, but are not limited to: para-professional assistance, literacy skills reinforcement, tutorial assistance provided by licensed ESL instructor and special education certified teacher and tutorial assistance.
AR	LEP students who have been designated at risk and are in a program designed to prevent a referral to a Committee on Special Education
RF	LEP students who have been referred to the Committee on Special Education for a multidisciplinary evaluation
NL	LEP students who first entered an English language school system after grade two with interrupted, little or no formal schooling in their first language
L	LEP students who have not met the performance standard in listening:

2010-2011 Request for Extension of Services

School District 10
School Building High School 342 - Walton Campus

School District Address 2780 Reservoir Avenue; Bronx, NY
School Building Principal Ms. Migdalia Carrillo

Describe interventions being implemented based on the reason/code for ESL/ Bilingual programs' extension of services requests (for students who have received services for three years and beyond).

S	
R	Submitted
W	Submitted

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	International School for Liberal Arts					
District:	10	DBN:	10X342	School		321000011342

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11	v
	K		4		8	v	12	v
	1		5		9	v	Ungraded	
	2		6	v	10	v		

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		90.6/85.1	93.6/	92.0 /
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		95.4	90.9	90.4
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	0	37	38	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	55	40	69		86.1	83.2	88.9
Grade 8	54	62	50				
Grade 9	107	80	92	Students in Temporary Housing - Total Number:			
Grade 10	103	99	128	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	91	104	83		1	25	26
Grade 12	89	88	98				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	499	510	558	(As of October 31)	2007-08	2008-09	2009-10
					85	119	33

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	22	14	38
# in Collaborative Team Teaching (CTT) Classes	7	7	13	Superintendent Suspensions	5	4	14
Number all others	4	12	11				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	408	434	TBD	Number of Teachers	23	31	36
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	10	10
# receiving ESL services only	0	0	TBD				
# ELLs with IEPs	0	15	TBD	Number of Educational Paraprofessionals	0	0	2

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	10	7	57	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	8.7	32.3	58.3
				% more than 5 years teaching anywhere	47.8	51.6	72.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	84.0	88.9
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	84.6	88.2	87.5
Black or African American	0.4	0.2	0.0				
Hispanic or Latino	99.4	99.4	99.8				
Asian or Native Hawaiian/Other Pacific	0.0	0.0	0.0				
White	0.2	0.4	0.0				
Male	51.3	52.4	49.8				
Female	48.7	47.6	50.2				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA: v
Math:	v	Math: v
Science:	v	Graduation Rate: -

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	vsh	v	v	vsh	v	-	
Ethnicity							

American Indian or Alaska Native							
Black or African American				-	-		
Hispanic or Latino	vsh	v		vsh	v	-	
Asian or Native Hawaiian/Other Pacific Islander				-	-		
White				-	-		
Multiracial							
Students with Disabilities	-	-	-	-	-	-	
Limited English Proficient	vsh	v		vsh	v	-	
Economically Disadvantaged	vsh	v		vsh	v	-	
Student groups making	4	4	1	4	4	0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B / B	Overall Evaluation:					NR
Overall Score:	50.1 /	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	11.7 /	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	1.2 / 9.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	34.2 /						
<i>(Comprises 60% of the</i>							
Additional Credit:	3 / 1.5						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Fordham PSO/CFN	District 10	School Number 342	School Name ISLA
Principal Migdalia Carrillo		Assistant Principal Frances Saez & Luisa Morales	
Coach Ms. K. Torres, Social Studies		Coach	
Teacher/Subject Area Mr. Williams, Data Specialist		Guidance Counselor Ms. Jenny Pena	
Teacher/Subject Area Mr. Sjogren, ESL		Parent Ms. Amarilis Lajara	
Teacher/Subject Area Mr. Yi, Science		Parent Coordinator Ms. Greisy Feliz	
Related Service Provider Mr. Valera		Other Ms. Manginelli, Spanish	
Network Leader Ms. Marge Struk		Other Ms. Nancy Rodriguez, Bilingual	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	8	Number of Certified Bilingual Teachers	5	Number of Certified NLA/Foreign Language Teachers	5
Number of Content Area Teachers with Bilingual Extensions	3	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	17

C. School Demographics

Total Number of Students in School	561	Total Number of ELLs	490	ELLs as Share of Total Student Population (%)	87.34%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

The International School for Liberal Arts (ISLA) adheres to the following procedures to identify those students who may be ELLs. The pupil personnel secretary, Ms. Vasquez, does the initial intake for student enrollment. The parent is provided with a Home Language Identification Survey (HLIS) during the registration process. The parent completes the survey with the assistance of Ms. Vasquez to determine the language the student speaks at home. For placement of students, Ms. Vasquez contacts one of the assistant principals. Ms. Luisa Morales, High School Assistant Principal, interviews all new students and families in the high school and Ms. Frances Saez, Middle School Assistant Principal, interviews all middle school students and families. They conduct an informal oral interview with the student in English and in their native language. Once they have determined the language spoken at home is not English, the family is referred to the parent coordinator, Ms. Greisy Feliz, who conducts a one-on-one bilingual orientation. During the orientation meeting, Ms. Feliz informs the parents about school policies and procedures, and presents the three programs available to English Language Learners. Ms. Feliz shows the bilingual orientation video to parents, which explains in detail the three programs available to non-speakers of English: Transitional Bilingual, Dual Language and Freestanding ESL. After parents view the video, they complete their surveys and select the program in which they would like their child placed. To assure that parents are informed and are provided with all the support they need for their child to be successful, Ms. Feliz holds numerous workshops for groups of parents, such as the bilingual orientation workshop to inform parents about the different programs available to English Language Learners. The testing Coordinator, Mr. Williams, together with Ms. Nancy Rodriguez, a bilingual teacher, facilitate the process of assessing all the new admits on the LAB-R and LAB Spanish tests. Ms. Nancy Rodriguez, assists in the administration of the exams to our newly admitted students. Through the administration of the NYSESLAT, students are evaluated and assessed on an annual basis.

2. As stated, above we have numerous structures in place at our school to ensure that parents understand the three program choices: Transitional Bilingual, Dual Language, Freestanding ESL. Ms. Feliz, our parent coordinator, has one-on-one conferences with parents on the day students are registered. If parents cannot stay, she invites them to make an appointment for an individual meeting, phone conversation or to attend a Bilingual Workshop Orientation. During this orientation Ms. Feliz provides parents with an overview of the ELL programs, plays a video which describes the programs and distributes a pamphlet in their language that explains the different program choices. Parents take the opportunity to ask questions of the parent coordinator or administration. In addition, informational packets are provided to parents at these meetings. Parents are informed that ISLA is a bilingual school grades 6-12 where the program offered is a Bilingual Transitional Program. Parents are also reminded that they have a choice of programs. The school reviews parents' choice to make sure the parents understand the process and provides parents with the program of their choice if there are sufficient students to create the particular program.

3. Ms. Saez provides the parent coordinator with a list of students who require the following letters: Non Entitlement Letter, Placement Letter, Non Entitlement/Transitional and Continued Entitlement Letters. Ms. Feliz, with the assistance of the administration and two support staff, make sure these letters go out to all parents. Ms. Feliz keeps a copy of all these letters on file. The Parent Survey and Program Selection forms are provided to parents during the registration process, and/or at the parents' orientation workshops. Once parents view the video they are provided with the survey and selection forms. Parents have the option to take the forms home and return it the following day with their child. If the forms are not returned, Ms. Feliz makes phone contact with the parents. In addition to the phone call, parents who have not returned the form are invited to return for a bilingual orientation workshop where they will have the opportunity to view the video again and/or fill out the forms with assistance. Ms. Feliz makes three attempts to have parents complete the form. When a form is not returned after the three attempts, the student is placed by default in a bilingual transitional program.

4. Either the testing coordinator, Mr. Williams, or Ms. Nancy Rodriguez, a bilingual teacher, administer the LAB-R and Spanish LAB exams to our newly admitted students. Students who score at or below proficiency level on the LAB-R become eligible for ELL services. In addition, these students are administered the New York State English as a Second Language Achievement Test (NYSESLAT) on a yearly basis to assess students progress, proficiency level and to determine their qualification for the continuation of ELL services. The administration decides on the appropriate placement of students based on the student's level of English proficiency. Parents are then informed of their child's placement by the parent coordinator. The parents of the International School for Liberal Arts are all Spanish speaking. Therefore, we purposely consult, advise (via phone messenger) and disseminate all correspondence in both English and Spanish.

5/6. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choice parents have selected is the Bilingual Transitional Program. Most parents sent to our school by the region come because parents have requested a

school that provides such a program. The program model offered at our school is aligned with parents' requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							2	3	2	3	4	3	4	21
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	2	3	2	3	4	3	4	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	490	Newcomers (ELLs receiving service 0-3 years)	301	Special Education	23
SIFE		ELLs receiving service 4-6 years	140	Long-Term (completed 6 years)	49

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	301		0	140		6	49		17	490
Dual Language										0
ESL										0
Total	301	0	0	140	0	6	49	0	17	490

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							33	56	53	78	108	83	79	490
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	33	56	53	78	108	83	79	490

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Other										0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

The International School for Liberal Arts, also referred to as ISLA, serves a population of approximately five hundred and fifty students. Our English Language Learners (ELLs) consist of 87% of this population across grades 6-12. Our long-term ELLs (LTE) consist of 23% of our student population. ISLA students come from a predominately Latin American country. All our English Language Learners' are native Spanish speakers. In accordance with the New York State Commissioner's Regulation Part 154, our students' educational and linguistic needs are served appropriately in a Transitional Bilingual Education (TBE) program. All parents of children at ISLA have chosen TBE as their program of choice. Because of the school's design, where the entire population is Spanish-speaking, we must provide this method of programming for students. The goal of our TBE program is to enable our ELL students to develop the linguistic, cognitive, and affective skills they need to function in the school and community at large. Additionally, our ultimate goal is to give our students the tools they need to be successful in college.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

1A. The school utilizes a collaborative instructional model to support learning. For example, our baseline assessment administered in an English class is complemented through parallel versions in ESL, and NLA (Native Language Arts). The purpose of this cooperation is to deliver instruction that would reinforce their literacy skills in their native language while enhancing their English language acquisition.

1b. The program model for the high school is heterogeneously grouped across the content areas. The exception occurs in English and ESL; where students are grouped based on their level of English proficiency.

2. In accordance with NYS and NYC Department of Education regulations, the school adheres to and surpasses the required minutes of

ESL/ELA instruction per week. Beginning level ELLs are provided 96 minutes per day of ESL instruction. Intermediate ELLs are provided 96 minutes per day of ESL instruction. Advanced ELLs are provided 48 minutes per day of English instruction and 48 minutes per day of ESL instruction. In addition, all newcomers receive math and social studies in their native language.

2a. Our Native Language Department has implemented the following courses: in the 9th grade, every student is placed in a Native Language Arts class. In the 10th grade, there are two sections of Advanced Placement Spanish Language Classes, and the other three sections are Native Language Arts classes. In these classes, teachers have to differentiate instruction because there are many SIFE students that need additional support. In the 11th grade, there is one section of Pre-Advanced Literature class, and the other sections are all categorized as Native Language Arts classes. In the 12th grade class, there is one section of an Advanced Placement Literature Class, and the other sections are Native Language Arts. In the 12th grade there is one section of Italian 3, which is the first term of the second year of the language study. In all of these classes, in addition to a rigorous curriculum, technology is infused through smart-board usage and computer accessibility as part of the curriculum in each class.

3. To support content comprehension the school has initiated the research-based SIOP instructional strategies. We intend to continue this model and teachers will be provided SIOP (Shelter Instruction Observation Protocol) training. SIOP is part of a school-wide initiative for every teacher to incorporate into their daily instruction. Additionally, many teachers have been trained in the QTEL (Quality Teaching for English Learners). We plan to offer this training to all teachers of ELLs.

4a. At present, SIFE students are being serviced in whole group classes with differentiated instruction. A SIFE/LTE grant is pending, and if the school receives additional funding, instructional programs will be offered for this population.

b, c, d – ISLA is exclusively a Bi-Lingual school with a rolling admissions policy. The student population is entirely comprised of ELL's. To this end, our primary evaluation of students is their performance level on the NYSESLAT exam. Students' needs are addressed based on their level of proficiency. Students' years of service are carefully monitored. NYSESLAT is an integral factor in assessing student progression in language acquisition. While NYSESLAT results are our primary indicator of language growth, we also take into account Years of Service, teachers' recommendations and DYO assessments.

e. The ELL population with special needs is provided SETSS push-in instruction by a licensed Special Education Teacher.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

5. Saturday Academy – Students that are not meeting Regents Exam performance criteria are enrolled into our Saturday Academy. In this setting, class size is reduced and students engage in skill based work. The English Regents prep is instructed in English, with Native language support. The Global and U.S. History prep courses are instructed in the Native Language. Math courses are offered in both English and the Native Language.

6. Our recently proficient students will continue to receive their testing accommodations; and their instruction is predominantly in English with Native Language support.

7. This year, we will incorporate the web-based program "Learning Village" to help 6-12 grade students in the areas of Math, Science, and Reading. Additional technology programs are being considered for this school year (pending SIFE/LTE grant funding) i.e. "Achieve 3000," and "My Access." These programs target reading and writing respectively.

8. The SIFE Native Language Arts small-group instructional program cannot be continued due to budget cuts. These students are being serviced in whole group instruction, through differentiated instructional strategies. However, we are exploring the possibility of implementing small group instruction for this population next semester.

9. The entire school population is comprised of ELL's who are eligible for full access to all school programs.

10. This year we are fortunate to have a full capacity computer lab where we anticipate providing the following programs: Learning Village – provides several web-based programs, such as Destination Reading/Destination Math in both English and Spanish. MyAccess is a web-based writing program; and Achieve 3000 is a web-based reading program. These programs also offer assessment tools to measure and evaluate students' progress.

11. ISLA will provide TBE classes exclusively in grades 6-12. The Transitional Bilingual Program at ISLA consist of 21 classes on all grade levels. Two 6th grade classes, three 7th grade classes one of them ICT, two 8th grade classes, three 9th grade classes, four 10th grade classes, three 11th grade classes, and four 12th grade. All ELL students receive the daily requirement of E.S.L instruction as determined by the LAB R and the NYSESLAT by fully certified ESL teachers. In the middle school (6-8) The beginner and intermediate level students receive 360 minutes per week of uniof ESL instruction and the advance students receive 180 per week of ESL instruction. In the high school ELL students at the beginning level will receive 540 minutes (three units) of ESL; intermediate levels of English proficiency will receive the mandated 360 minutes of ESL per week. Students at the advanced level will receive 180 minutes per week of ESL (one period per day) with more time allocated to English literacy instruction, which will include English Language Arts course. The Native language instruction and English language instruction is fully aligned with New York City's language allocation policy and reflects 40/60 instruction in English and native language for beginners; 50/50 instruction for intermediate; 75/25 for advanced students, respectively. TBE and ESL teachers will utilize scaffolding and differentiated instructional strategies for increased ESL and content area academic development. The bilingual classes are provided with a range of literature in English and Spanish instruction in reading and writing. This variation requires our TBE teachers to differentiate instruction in order to meet the required performance standards for the native language (Spanish), English Language Arts, and ESL. Staff will utilize data from the NYSESLAT, Spanish LAB, ELE, school created diagnostic assessments, and the LAB-R to create instructional units that will support the academic language development of each student.

12. Yes, the required service support and resources correspond to ELLs ages and grade level.

13. We provide a Freshman Orientation prior to the start of the school year to acclimate incoming 9th graders, newcomers and families. In the middle school we conduct several open house orientations for students and their families. The guidance counselor also conducts intake workshops at neighboring schools and invites schools to visit our school with potential applicants.

14. Our language elective this year is Italian offered to on-track seniors. In addition, we are offering a Creative Writing English elective for all seniors.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

In alignment with the Language Allocation Policy, ISLA staff will meet by department three times a week for lesson planning, curriculum development, and professional development workshops collaboratively to support and share best practices. Teachers will also use data, both quantitative and qualitative, as a means to assess entry levels and the work which needs to be done to measure and evaluate progress. Twice a month, a professional development session will be conducted for all pedagogues to reflect on students' needs. During this time frame, the facilitator will incorporate different strategies to target the ELLs, including, but not limited to, strategies to help students progress and reach a level of proficiency on the NYSESLAT. Teachers will be guided on how to best support their work through the four modalities of the New York State ESL standards (reading, writing, speaking, and listening) regardless of the content area. All supplemental resources will provide methodologies developed to assist our students in reaching the goal of proficiency and academic excellence. ISLA has assigned lead teachers for each department in the high school to provide teachers with the following support; modeling best practices, intervisitations, writing curriculum, lesson planning, and analyzing student's data.

As a result of our professional development survey, teachers will participate in the following professional development activities: Specifically, we are using the following professional development resources for our staff:

- Learning to Learn in a Second Language--by Pauline Gibbons
- Making Content Comprehensible for English Language Learners: The SIOP Model--by Jana Echevarria, Mary Ellen Vogt, and Deborah J. Short

These resources, coupled with analyzing student work, will assist in developing master teachers. Thus, it will further develop an ambitious and dedicated learning community. During these meetings, teachers have the time to support each other and take the opportunity to look at students' work and subsequent assessments to guide their instruction. The focus of the groups is to improve students' literacy in their native language and at the same time improve their writing in the content areas of Social Studies and English Language Arts. In terms of data, teachers have been receiving ongoing training on ARIS. Each department, facilitated by the lead teacher, presents and supports the

department to review and use data effectively to guide instruction and support student learning. The middle school and the high school both have a data specialist who support the lead teachers in analyzing data and help teachers interpret and use the data for effective instruction. Teachers will consider their content objective and language objective focused on students' needs to connect the content and help students realize meaningful connections that exist among the disciplines.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Our school counts with parent representation in all the groups that mandate their active presence such as PA, SLT and Title 1. Additionally; we add up parents' participation on a general level, parents participate and help coordinate activities that benefit the entire community ex. School Learning Environment Team (SLE). We have a parent involvement policy as well, which outlines the responsibilities of every party involved in the student's academic success and this is included in our CEP. We periodically offer ARIS Parent Link workshops to instruct parents of the benefits of this tool to monitor their child's performance.

2. Yes, our school partners with other agencies and/or Community Based Organization to provide services and workshops to ELL parents. We have worked with The Committee for Hispanic Children and Families, Inc. to provide parents immigration workshops, naturalization classes and assistance with the application process. We have enrolled and taken parents to The Metropolitan Museum of Art for an event for parents of English Language Learners (ELLs) and former ELLs on how to plan a summer of learning and fun! We also bus parents to the Spring Conference at The Jacob Javits Center event for parents of ELLs and former ELL students.

3. Throughout our meetings, this includes the Parent Association participation with their own assessment of the parents' needs. Also through trainings and mostly with the parent coordinator's one on one regular contact with our parents, we identify and gather data to better assess their needs. Then, we create or work on existing surveys and other means to find out the number of parents with similar needs. We proceed to create a request form or sign in sheet for parents that match their needs.

4. First; we make inquiries of our resources and/or the organizations that we can partner with to provide training, workshops, conferences, meeting and activities that address the parents' needs. Second; we schedule the activities and inform the parent community of the events and its benefits. Third; we make an estimate of the participation to follow up, and to come across on how they are implementing the strategies they learn to their children's and their own benefits.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							7	3	7	11	11	16		55
Intermediate(I)											1	2		3
Advanced (A)									1		1	1		3
Total	0	0	0	0	0	0	7	3	8	11	13	19	0	61

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							14	5	10	14	0	8	
	I							13	14	25	26	16	24	

	A							18	10	20	20	12	9	
	P							7	7	12	27	11	19	
READING/ WRITING	B							16	17	28	11	5	9	
	I							17	9	29	58	22	36	
	A							18	10	8	22	10	17	
	P							2	10	2	2	1	2	

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	24	10	3	0	37
7	13	7	1	0	21
8	38	28	2	0	68
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	8	14	6	10	1	0	0	0	39
7	1	18	9	10	1	1	0	0	40
8	1	9	25	21	1	3	0	0	60
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	1	6	17	15	13	9	0	0	61
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	6	6	18	20	4	2	0	0	56
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	211	0	109	0
Math <u>Algebra</u>	27	106	19	70
Math <u>Geometry</u>	141	0	68	0
Biology				
Chemistry	39	0	23	0
Earth Science	26	112	12	42
Living Environment	22	48	13	34
Physics				
Global History and Geography	33	117	17	54
US History and Government	40	80	27	52
Foreign Language	0	130	0	130
Other <u>Trigonomet</u>	47	0	9	0
Other <u>Math B</u>	2	0	1	0
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	60	49	47	52				
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Describe what assessment tool your school use early literacy skill of your Ells?

1,2,3 and 4a: The following assessment tools are used to assess literacy skills ELA, ELE, NYSESLAT, Periodic Assessments (DYO), DRA 2, DRA Spanish to determine students ESL/NLA proficiency and independent reading levels. The entire ISLA pedagogical staff, will convene on a regular basis to review assessment results. These assessment tools assist in derermining students' areas of strengths and weaknesses. In addition, we gather and analyze the data from the progress reports, credit accumulation, ARIS and past regent's exams to inform instructional interventions and guidance to keep our students on track and progressing.

Our guidance counselors evaluate student's transcripts and report cards. They conduct student interviews to establish and review goals and objectives for further academic and social intervention.

The data reveals that our Long Term English Language Learners make up 23 % of our population. After carefully analyzing our long-term ELL's data we found that 92% of our long-term ELLs are at the Intermediate or Advanced levels based on the NYSESLAT. Last year, 6% of LTEs tested proficient on the NYSESLAT. However, only 5% are demonstrating proficiency in reading and writing; 53% percent are proficient in listening and speaking; and 42% percent are not proficient in any of the four modalities. In addition, the NYSESLAT 2009-2010 results shows 27% of ELLs achieved gains in the reading and writing modalities and 36% showed an increase of proficiency level. Even though there is evidence of improvement, the majority of our long-term ELLs have not met proficiency in reading and writing modalities.

4b: After analyzing the data from the periodic assessments, the School Leadersip Team in collaboraton with the teachers, modify their instruction to meet students' needs. In addition, programs are designed for academic intervention in our Saturday Academy and after school.

Additional Information

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

4c. Our periodic assessments are administered in both Spanish and English. We support their native language by providing Spanish/English glosseries in all content areas. We have learned that students who perform best in their Native Language assessment are able to acquire English proficiency at a greater rate. Teachers are better informed by the periodic assessments to be able to scaffold instruction to meet the needs of all ELLs at different proficiency levels and across content areas. Our Native Language Dept. has created curriculum to target higher performing students with rigorous and more challenging course of study.

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		