



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: INTERNATIONAL SCHOOL FOR LIBERAL ARTS

DBN (DISTRICT/ BOROUGH/ NUMBER) 10X342

PRINCIPAL: MIGDALIA CARRILLO, IA

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SUPERINTENDENT: D. CONYERS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Migdalia Carrillo	Principal, IA	
Jason Norman	UFT Chapter Leader	
Miguel Sanchez	PA President	
Fe Dilone	DC 37 Representative	
Jenny Pena	Student	
Darlin Lantigua	Student	
Marge Struk	Fordham PSO Network Leader	
Millie Martinez	Member/Teacher	
Nancy Rodriguez	Member/Teacher	
Zabdiel Valera	Member/Teacher	
Linda Garcia-Torres	Member/Teacher	
Juana Bruno	Member/Parent	
Carmen Henriquez	Member/Parent	
Ana Vargas	Member/Parent	
Nelsys Lopez	Member/Parent	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Teachers will use SIOP (Sheltered Instructional Observation Protocol) as the instructional model to serve the needs of our ELL population.

SIOP is a research-based instructional model specifically designed to provide teachers with an effective tool to address the needs of ELL students.

Research shows that these activities improve student performance by engaging, differentiating, and scaffolding instruction specifically aimed at English Language Learners

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Currently there is approximately 61% of our senior class who still need to pass the English regents. After examining New York State assessment data for the last 3 years, it is clear that our ELLs need additional support in the area of English literacy. Reading comprehension and writing are vital for successful assessment outcomes. The SIOP model is a proven method for this support.

While the seniors are our target population, we use the SIOP method school-wide for continuity in ELA across all grade levels and content areas. All students will benefit from this protocol since it is a proven research-based method to address the needs of English Language Learners.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) **timeline for implementation.**
- **Focus on the academic language that students need to be successful in school by using hands-on activities, demonstrations, highlight cognates, and identify words with multiple meanings and idiomatic speech.**
- **Use proven effective SIOP techniques that have been specialized for various topics such as embedding specific vocabulary/language in delivery.**
- **Use lesson planning and unit design that focuses on content and language objectives.**
- **Professional Development: PD will be provided throughout the school year to teachers on the SIOP model**

By June 2012, teachers will be proficient in the use and implementation of 5 SIOP strategies from the SIOP Tool Box

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- **Our school website islaschool.org is monitored by eChalk. Parents have participated in workshops to become acquainted with the resources and benefit of this resource to track their child's academic progress.**

- ISLA consistently provides
- Free ESL workshops for families to improve their communication skills. Further training is being explored to help parents enhance their technology skills.
 - *f ELA and ELL teachers will design training modules and host monthly ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in Spanish, the dominant languages spoken by parents in our school.*
 - *The school will host a curriculum night to introduce parents to our SIOP instructional model, the Common Core Standards, and the new Teacher Effectiveness initiative.*
 - *We will create a parent resource library with user-friendly instructional materials and guides (e.g., Great Expectations, New York Kids Learn).*
 - *Parent Coordinator will host bookmaking and storytelling workshops for parents.*
 - *The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled Parents' Association meetings to share information and respond to parent questions and inquiries.*
 - *The school has created and distributed a parent handbook that is translated in Spanish, the dominant languages spoken in our school community.*
 - *Parents will be trained on how to use ARIS Parents' Link.*

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA/ESL teachers. Careful recruitment of new teachers requires that they possess the appropriate license certification with a bilingual extension in their content areas.

.Mentors are assigned to support struggling and/or under-qualified teachers.

Several teachers have registered and participate in the Intensive Teacher Institute (ITI) graduate program to secure a bilingual extension and/or TESOL certification

New teachers are assigned a mentor to help them with daily instructional routines and guidance.

Administration takes an active role in helping teachers find resources and Professional Development opportunities to acquire learning strategies for ELL students (i.e. Q-Tel)

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

This scientifically based model was developed through SDAIE (Specially Designed Academic Instruction in English) and produced through Pearson Publications. In addition to the materials provided through Pearson, extensive professional development is provided by the experts in the field, both in house and off site venues. Teachers work collaboratively, during common planning time and/or grade level meetings, to prepare lessons and assessments using the SIOP model to guide their work. During their collaborative meetings, teachers also evaluate their work with their peers to revise and edit their lessons for efficacy.

Administration consistently checks in with lead teachers to monitor and support the teachers' work through guidance, feedback and additional

resources.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, our Conceptual Consolidation Plan allows us to combine federal and local funds such as Fair Student Funding, Title I funds, Title III funds, and human resources to implement this action plan from Sept 2011 through June, 2012 as indicated below:

- ✓ ***Small size classes implemented to provide concentrated and focused instruction using SIOP and differentiation***
- ✓ ***Professional instructional SIOP materials to support curriculum development during the regular school day***
- ✓ ***Professional Development resources, both internal and external provider, to further assist teachers***
- ✓ ***Departmental team leaders to provide professional development, roll out SIOP trainin to monitor implementation and evaluate effectiveness***

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June, 2012 teachers will roll out a unit in both ELA and Math aligned to the Common Core Standards.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Teachers are expected to align the Common Core Standards as the new initiative required by NYS to be fully implemented by the year 2014. The purpose of this initiative is to prepare students for college and career readiness.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

To meet the Citywide Instructional Expectations for 2011-12, students work must be strengthened through careful examination of their work, refining curriculum, assessment and classroom instruction. In addition, teachers practice must be strengthened by examining and refining the feedback they receive.

Teachers are provided with professional development workshops and training to help them identify and navigate the common core standards appropriately. For example, teachers participated in a workshop to review students' work to identify rigor as compared to the expectations of the common core standards both in ELA and Math.

Resources are available through:

- network specialists' professional development
- DOE website – the Common Core Library
- Partnership for the Assessment of Readiness for College and Careers (PARCC) website
- Teachers will work closely to develop, evaluate and revise their units collaboratively during their scheduled common planning time and or at their grade level meetings

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
College Readiness is a crucial component that parents should understand so that their children will be adequately prepared to succeed beyond high school. Workshops will be conducted to inform parents of this initiative and how it affects their children's education. Informed parents will be better able to provide support in their child's learning process. See the PIP developed under Goal #5 – Parental Involvement.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers. Careful recruitment of new teachers requires that they possess the appropriate license certification with a bilingual extension in their content areas.
Mentors are assigned to support struggling and/or under-qualified teachers.
Several teachers have registered and participate in the Intensive Teacher Institute (ITI) program that offers 15 free graduate credits to secure a bilingual extension and/or TESOL certification
New teachers are assigned a mentor to help them with daily instructional routines and guidance.
Administration takes an active role in helping teachers find resources and Professional Development opportunities to acquire learning strategies for ELL students (i.e. Q-Tel)

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
As a Title I Schoolwide Program school, our Conceptual Consolidation Plan allows us to combine federal and local funds such as Fair Student Funding, Title I funds, Title III funds, and human resources to implement this action plan from Sept 2011 through June, 2012 as indicated below:
 - ✓ **Administration per session for after school and Saturday Academy sessions weekly**
 - ✓ **Professional instructional materials to support curriculum development during the regular school day**
 - ✓ **Consumable instructional materials for use during extended day programs and Saturday Academy**
 - ✓ **Teachers' per session for after school programs and Saturday Academy**
 - ✓ **Professional Development resources, both internal and external provider, to further assist teachers**

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Teachers will demonstrate a knowledge and understanding of the new teacher effectiveness initiative for observations (particularly in Instruction-Domain 3- within The Framework for Teaching.)

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

There are 26 newly arrived over-aged students. In addition, several students are under credited and/or SIFE students.

Passing the Regents, especially the English language exams, is a specific challenge for our students.

Our school in particular, with an entire bilingual population, has difficulty passing the ELA. It is imperative that we formalize instruction with the structure and rigor necessary to assist our student population to pass the State exams.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
Teachers will implement the strategies and techniques proffered through Domain 3 – Instruction – within “The Framework for Teaching” components. Teachers will be able to identify specific students’ needs by communicating with students, with purpose. In this process students will know what are the
 - ✓ ***expectations for learning***
 - ✓ ***directions and procedures established in class***
 - ✓ ***content explanations***
 - ✓ ***and the effective use of oral and written language.***
In addition, teachers will utilize appropriate questioning and discussion techniques that will promote student participation. With careful and meaningful preparation, teachers will engage students in the learning process by appropriate student grouping, preparing interesting and rigorous activities and assignments, providing effective instructional materials and resources and delivering instruction with organized structure and pacing.
 - b) staff and other resources used to implement these strategies/activities. ***Teachers will use diagnostic, formative and predictive assessments to provide instruction that adequately meets the needs of their students.***
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities. ***Teachers elected to use both DYO and Acuity as their assessment tools. The data derived from these assessments will inform their instruction and students’ progress. The results of these assessments will help teachers monitor students’ learning and help provide constructive feedback that would eventually help students to measure and monitor their own progress.***
 - d) timeline for implementation. ***Implementation is in the beginning stage. Most, teachers have participated in professional development workshops to help them understand the rubrics designed to guide and monitor their teaching effectiveness Training is on-going and is measured intermittently through informal and formal observations.***
 - e) ***The final outcome of this objective is to identify and recognize:***
 - ***students actively involved and engaged in the learning process***

- *students actively participating in discussions and self-evaluation to monitor their progress*
- *teachers regularly searching for alternate methods and approaches to meet the needs of every student.*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
Regular communication (via phone calls and letters) with parents is conducted by teachers to keep parents informed about students' progress. Meetings are scheduled with the teacher to explore ways to support and assist struggling students. The parent coordinator is the liaison responsible for coordinating, tracking and monitoring teacher/parent meetings. (See PIP under Goal #5 – Parental Involvement)

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA/ESL teachers. Careful recruitment of new teachers requires that they possess the appropriate license certification with a bilingual extension in their content areas.
Mentors are assigned to support struggling and/or under-qualified teachers.
Several teachers have registered and participate in the ITI program to secure their bilingual extension and/or TESOL certification
New teachers are assigned a mentor to help them with daily instructional routines and guidance.
Administration takes an active role in helping teachers find resources and Professional Development opportunities to acquire learning strategies for ELL students (i.e. Q-Tel)

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
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 - ✓ **Professional instructional materials to support curriculum development during the regular school day**
 - ✓ **Consumable instructional materials for use during extended day programs and Saturday Academy**
 - ✓ **Teachers' per session for after school programs and Saturday Academy**
 - ✓ **Professional Development resources, both internal and external provider, to further assist teachers**

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Improve students' achievement in the ELA Regents.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Currently there is approximately 60% of our senior class who still need to pass the English regents. After examining New York State assessment data for the last 3 years, it is clear that our ELLs need additional support in the area of English literacy. Reading comprehension and writing are vital for successful assessment outcomes.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

75% of students across the various language proficiency levels will incorporate a specific literary element within a well-developed essay.

Teachers have prepared a "learning target checklist" outlining the focus areas as follows:

- ***Reading*** – Students will read fluently; make personal connections; and understand what is read and heard
- ***Writing*** – use of graphic organizers to organize their thoughts on the materials read; write grammatically complete sentences (i.e. punctuation, capital letters, etc.)
- ***Listening*** – listen for information to take adequate notes and demonstrate understanding; answer questions effectively
- ***Speaking*** – sustain an academic conversation with classmates and teacher; inform, discuss and persuade fellow classmates about a given topic
- ***Additional Support:*** before, after and Saturday Academy intervention will be conducted to help struggling students with materials.

Small size classroom instruction is implemented to focus on the recently arrived seniors who need more focused instruction and support.

The SIOP model is a proven method for this support and included as elements of instruction.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP. (See PIP under Goal #5, Parental Involvement)
Parents are participating in Saturday ESL classes designed to help them increase their language proficiency using these same components listed in the instructional strategies above. By getting this information and training in their classes, they are better prepared to assist their children.
- In addition, several ARIS training workshops have been conducted to help parents navigate and access relevant student information.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA/ESL teachers. Careful recruitment of new teachers requires that they possess the appropriate license certification with a bilingual extension in their content areas.

Mentors are assigned to support struggling and/or under-qualified teachers.

Several teachers have registered and participate in the ITI program to secure their bilingual extension and/or TESOL certification

New teachers are assigned a mentor to help them with daily instructional routines and guidance.

Administration takes an active role in helping teachers find resources and Professional Development opportunities to acquire learning strategies for ELL students (i.e. Q-Tel)

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

To support this action plan with activities that focus on reading and writing teachers use various programs, such as Achieve 3000, Destination Reading, Learning Village and internet resources. In addition, our school involves students in essay competitions for grants, scholarships, contests to enhance their writing skills.

Students are also supported with electives in creative writing and graphic designing (animation) to promote higher writing skills.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, our Conceptual Consolidation Plan allows us to combine federal and local funds such as Fair Student Funding, Title I funds, Title III funds, and human resources to implement this action plan from Sept 2011 through June, 2012 as indicated below:

- ✓ ***Per session for administration and teachers' after school and Saturday Academy sessions weekly***
- ✓ ***Professional instructional materials to support curriculum development during the regular school day***
- ✓ ***Consumable instructional materials for use during extended day programs and Saturday Academy***
- ✓ ***Professional Development resources, both internal and external provider, to further assist teachers***

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Compared to last year's parental involvement participation rate, we expect to have a moderate amount of parents in more than one school event. We expect to see a minimum of 2% increase of parental involvement.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Historically, the number of parents participating in parents' workshops, events or activities is low. Parents lack the resources and/or time to participate in school activities. Parents feel, as a result of English language proficiency, ill-prepared to help their children succeed in their academic requirements.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Beginning in the Spring of 2011, ISLA implemented a school website www.islaschool.org. The purpose of the website is to bring our school community together by enhancing communication and collaboration. Everyone involved in learning can be connected within one venue. School leaders can collaborate and share resources, teachers can be empowered, students can be engaged and parents can be involved. Islaschool.org allows parents to become productive partners by keeping them informed about class activities, upcoming deadlines, and student progress. It allows parents to know what they can do to support student learning and provide them with helpful resources.

Strategies to increase parental involvement

- ***Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.***

Our school will support parents and families of Title I students by:

- ***providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;***
- ***providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;***
- ***fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;***
- ***providing assistance to parents in understanding City, State and Federal standards and assessments;***

- *sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;*
- *providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;*

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

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

- *actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;*
- *engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;*
- *ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;*
- *support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;*
- *maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;*
- *conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;*
- *provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;*

- **host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;**
- **schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;**
- **translate all critical school documents and provide interpretation during meetings and events as needed;**
- **conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;**

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

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

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure

- participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
As a Title I Schoolwide Program school, our Conceptual Consolidation Plan allows us to combine federal and local funds such as Fair Student Funding, Title I funds, Title III funds, and human resources to implement this action plan from Sept 2011 through June, 2012 as indicated below:
 - ✓ ***Administration per session for after school and Saturday Academy sessions weekly***
 - ✓ ***Professional instructional materials to support curriculum development during the regular school day***
 - ✓ ***Consumable instructional materials for use during extended day programs and Saturday Academy***
 - ✓ ***Teachers' per session for after school programs and Saturday Academy***
 - ✓ ***Professional Development resources, both internal and external provider, to further assist teachers***

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- 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.

	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				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	27	48			7			
7	45	45	16	16	19			
8	57	56	14	14	18			
9	40	40	40					
10	30	60	40					
11	39	43	40	20				
12	18	62	10	50				

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

Name of Academic Intervention Services (AIS)	Description
ELA	<p><u>Achieve 3000</u> – this is a web based intervention and assessment program for reading utilized by both middle school and high school struggling students (focused on level 1 and 2 ELA) and for ELA proficiency.</p> <p><u>Destination Reading</u></p> <p><u>Learning Village</u></p> <p><u>After school and Saturday Academy classes:</u> All middle school levels 1 and 2 students get intervention in ELA. High school juniors and senior students receive regents prep for ELA.</p> <p><u>Aventa Program</u> – a computerized program used to help students recover credits. As a web-based program, students are able to use this program in school and/or at home.</p>
Mathematics	<p>Destination Math</p> <p>Small group instruction during the school day twice a week</p> <p>After school tutoring provided three days per week</p> <p>Additional support provided in Saturday Academy classes</p> <p>Small class size instruction for newly arrived students in middle school</p>
Science	<p>After school tutoring</p> <p>Saturday Academy classes</p> <p>Regents preparation</p> <p>Small class size instruction for newly arrived students in middle school</p>
Social Studies	<p>After school tutoring</p> <p>Saturday Academy classes</p> <p>Small group instruction</p> <p>Regents preparation</p> <p>Small class size instruction for newly arrived students in middle school</p>
At-risk Services provided by the Guidance Counselor	<p>One-on-one student conferencing for both middle and high school students</p> <p>Parent/Teacher/Student conferences in grades 6-12</p> <p>Small group counseling in grades 6-12</p> <p>Middle school boys' and girls' counseling groups conducted for anger management and social/emotional adolescent issues</p>

At-risk Services provided by the School Psychologist	Assist the school with evaluations for at-risk students Provide counseling when referred
At-risk Services provided by the Social Worker	Counseling service prior to any special needs referral Reviews initial recommendations to determine referral outcome
At-risk Health-related Services	Montifiore Clinic, housed in the campus, provides health care services for all enrolled students, including immunizations School Based Support Team assists with referrals for external resources, speech, vision, and/or hearing services.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 10X342

School Name: International School for Liberal Arts

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Our school is a transitional bilingual school entirely comprised of English Language Learners. Our student population is mostly immigrant students, newly arrived to the US, from Latin American countries. We were identified as a school in need of improvement for not meeting the AYP criteria in English. We understand and acknowledge that our students have a greater need for intervention to help them acquire the English language proficiency required to pass the English regents. To meet the English AYP requirement is a formidable challenge because our school also has a rolling admissions policy and we receive students in all grade levels throughout the school year. This means that we have a limited amount of time to adequately prepare students to pass the State exams. Another concern for our school is the many students who arrive and are identified as SIFE.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

We called an emergency meeting and shared this concern with the entire faculty. We allocated some time to brainstorm and discuss what we could do to improve English Language Proficiency and help students achieve. Through our collaborative efforts, teachers in the English Department, as well as other departments, are dedicating time for small group instruction. ELA teachers are reviewing their inquiry work to identify what strategies and resources will be most helpful to accomplish this task. Additionally, extra support and instruction will be offered during our Saturday Academy classes. ELA teachers will also work during the February, 2012 break to review, update and revise the curriculum maps aligned with the Common Core Standards. We are also exploring what materials and resources can support our intervention services (i.e. RampUp). Since we have programs in place conducted during and after school, we will continue our intervention and evaluate the results to implement services during the summer on a continuum. This will allow for us to provide additional support for those students who were not able to meet the adequate ELA standard in order to pass the regents in August, 2012.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

Our ELA teachers are exploring the professional development opportunities that are available to help them acquire additional strategies, techniques, and models of instruction to address and improve English Language Learners' reading and writing abilities. They have participated and will continue to enhance their knowledge of the SIOP (Sheltered Instructional Observation Protocol) model specifically designed to support ELL instruction. Several teachers are also researching the Q-Tel program provided through the NYC Department of Education. Title I funds will be allocated to cover the cost of any professional development to target specific intervention programs.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Our school's team leaders provide support for the teachers within their department to ensure that teachers are accessing resources and quality professional development opportunities. Our lead teachers participate in workshops and professional development activities that address the English Language Learners' language acquisition and turnkey their learning to their respective departments. In addition, our new teachers are supported with the Citywide mandated mentoring that utilizes the University of California Santa Cruz Teaching Standards. The mentor who works with our teachers is also trained in the SIOP model of instruction to help assist teachers in developing productive and rigorous lesson plans for our English Language Learners.

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.

As recommended, letters will be distributed to students and mailed to their homes in their native language (Spanish) to inform families of our current SINI status and the steps that will be taken to address this situation. A phone message will also be sent to inform parents of the school's SINI status and the explanation letter they will receive by mail.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader D. Maldonado/M. Struck	District 10	Borough Bronx	School Number 342
School Name International School for Liberal Arts			

B. Language Allocation Policy Team Composition [?](#)

Principal Migdalia Carrillo	Assistant Principal Frances Saez & Luisa Morales
Coach Ms. L. Balaguer, Math	Coach
ESL Teacher Mr. T. Sjogren, ESL	Guidance Counselor Ms. J. Pena
Teacher/Subject Area Mr. K. Williams, Data Spec.	Parent
Teacher/Subject Area Mr. L. Yi, Science/K. Torres	Parent Coordinator Ms. G. Feliz
Related Service Provider Mr. Z. Valera, Sp. Ed.	Other Ms. N. Manginelli, Spanish
Network Leader Ms. Marge Struk	Other Ms. N. Rodriguez, Bilingual Co

C. 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	6	Number of certified NLA/foreign language teachers	4
Number of content area teachers with bilingual extensions	3	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	11
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	611	Total Number of ELLs	569	ELLs as share of total student population (%)	93.13%
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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 Ms. N. Rodriguez, Bilingual Coordinator who interviews all new students and new families. Ms. Frances Saez, Middle School Assistant Principal, interviews all middle school students and families. Ms. Luisa Morales, High School Assistant Principal interviews the High 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 bilingual coordinator, Ms. N. Rodriguez, who conducts a one-on-one bilingual orientation. During the orientation meeting, Ms. N. Rodriguez informs the parents about school policies and procedures, and presents the three programs available to English Language Learners. Ms. N. Rodriguez 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 within ten days of school enrollment. Afterwards, Ms. Vasquez and Ms. N. Rodriguez enter the Parent's Program Selection on ATS. To assure that parents are informed and are provided with all the support they need for their child to be successful, Ms. Feliz assists Ms. N. Rodriguez to hold monthly workshops for groups of parents who have not attended the one on one, such as the bilingual orientation workshop to inform parents about the different programs available to English Language Learners, and other related Parent's Workshop throughout the school year. In addition, Ms. Feliz does the outreach to assure parents attend the bilingual orientation. Ms. Nancy Rodriguez, bilingual coordinator, facilitates the process of assessing all the new admits on the LAB-R and LAB Spanish tests within ten days of enrollment. LAB-R, NYSESLAT, and Exam History reports are kept in an ELLs binder for all eligible ELLs students who are entitled to ELLs services. 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. N. Rodriguez, our bilingual coordinator, has one-on-one conferences with parents on the day students are registered. If parents cannot stay, she schedules an appointment within the first ten days of enrollment for an individual meeting, phone conversation or to attend a Bilingual Workshop Orientation. During this orientation parents are provided with an overview of the Ell programs, a video is shown to describe the programs and a pamphlet is distributed in their language to explain the three different program choices TBE, Dual Language, and Freestanding ESL by Ms. N. Rodriguez, bilingual coordinator. Parents take the opportunity to ask questions to the bilingual coordinator. In addition, other 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. N. Rodriguez, with the assistance of the administration and two support staff, make sure entitlement letters with student's name and class are mail out to all parents. Ms. N. Rodriguez keeps a copy of all these letters on file by class in the ELLs binder. The Parent Survey and Program Selection forms are provided to parents during the registration process, Ms. Vasquez maintains this file in student's cums. 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. Ms. Nancy Rodriguez, bilingual coordinator, administers 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. An ELLs placement binder is maintained where the following documents are filed; placement letter, continuation letter, entitlement letter of all students who qualify for continuation of ELL services. Continue entitlement letters are mailed out to parents. 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 bilingual coordinator. Placement letters are maintain in the ELLs binder. 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 is . 100% of the parents sent to our school by the region come because parents have requested a school that provides such a program. The TBE 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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							2	3	3	3	4	4	3	22
Dual Language (50%:50%)														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	2	3	3	3	4	4	3	22

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	611	Newcomers (ELLs receiving service 0-3 years)	402	Special Education	24
SIFE	40	ELLs receiving service 4-6 years	172	Long-Term (completed 6 years)	48

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	402	40		172			48			622
Dual Language										0
ESL										0
Total	402	40	0	172	0	0	48	0	0	622

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

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							40	60	90	87	98	116	116	607
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	40	60	90	87	98	116	116	607

**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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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: <u> </u>	Asian: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>
	Hispanic/Latino: <u> </u>
	Other: <u> </u>

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

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

The International School for Liberal Arts, also referred to as ISLA, serves a population of approximately six hundred and twenty-two 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 are predominately from Latin American countries. 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.

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.

A. Programming and Scheduling Information

- 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 school adopted the SIOP (Sheltered Instruction Observation Protocol) designed specifically to address the instructional needs of ELL's. Instruction is predominantly in English with Native Language support using the strategies and techniques developed through the SIOP methodology. Professional development is continuous for teachers to become highly effective in providing instruction for ELL's. In addition, small group instruction is used with team leaders and administration to provide support and resources for teachers.
7. In the Middle School we have established a CTT in the 8th grade in addition to providing SETSS in all grade levels. In reference to flexible scheduling, we mainstream our Sp. Ed. Ells in General Education classes with certain courses. Our units of study are modified to the needs our Ells/Sp. Ed. population. For our students in need of intervention (new arrival, Sp. Ed., and Ells) small group instruction during content area such as social studies, math, and science. 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.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

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 Usage and Supports

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



B. Programming and Scheduling Information--Continued

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

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)?

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. As a result, we are implementing small group instruction for this population.

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

10. We are fortunate to have a full capacity computer lab where we are providing the following programs: Acuity, 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, three 8th grade classes, as a result of our new arrival class of 7/8 Bridge class, three 9th grade classes, four 10th grade classes, four 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

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 and paraprofessionals will participate in the following professional development activities: Specifically, we are using the following professional development resources for our staff:

- Norming student work (network)

- Acuity Training

- Easy Grade Pro

- Technology (ARIS- e-Chalk)

- Analyzing Data to inform instruction

- Common Planning- Lesson Planning/Curriculum Plan

- Department Meetings- Action Plan, CEP

- Grade Level Meetings and Departmental Meetings

- Aligning the New Core Curriculum to our Interdisciplinary Units of Study in both the High School & Middle School

- 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.

2. The following is the Professional development received by the guidance counselors:

RTI Training, SESIS Training, Best Practices, Collaborative Teaching for Enhanced Learning, Managing Disruptive Youth: A Positive Youth Development Approach, FBA/BIP Training, Writing Guidance Goals, Behavior Interventions & Documentation, High School Articulation/ High School Admission, and Respect for All 2 Day workshop for Counselors/Respect for All K-8 Curriculum Training.

3. The Network has provided professional development to roll out the common core standards where teachers are asked to complete specific instructional bundles incorporating CCSS. In addition, the entire staff has participated in continuous SIOP professional development to hone their techniques in ELL training for instruction delivery. We also invested in e-Chalk to provide teachers with the tools necessary to document their students' work and further progress. All professional development activities are recorded with attendance sheets, agendas and minutes.

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?

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?

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	31	18	7	15	13	24	115
Intermediate(I)							7	11	19	27	32	35	54	185
Advanced (A)							12	13	16	7	13	14	5	80
Total	0	0	0	0	0	0	26	55	53	41	60	62	83	380

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							12	21	4	15	5	9	15
	I							5	17	15	27	24	15	32
	A							12	15	19	21	19	18	24
	P							15	5	17	15	16	31	17
READING/ WRITING	B							6	30	18	35	14	13	18
	I							8	12	19	27	33	34	60
	A							9	9	14	7	13	15	5
	P							9	3	2	8	4	11	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
6	11	15	5	0	31
7	28	7	8	0	43
8	23	32	2	0	57
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	12	11	13	8	4	6	1	63
7	5	6	16	17	10	8	3	0	65
8	5	9	20	22	12	8	0	0	76
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	10	9	20	23	10	7	0	0	79
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	146	0	67	0
Integrated Algebra	49	98	31	59
Geometry	98	0	46	0
Algebra 2/Trigonometry	63	0	17	0
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	31	63	23	53
Physics				
Global History and Geography	40	121	27	68
US History and Government	31	95	20	62

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Foreign Language	78	0	78	0
Other				
Other				
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	54	64	46	64				
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here 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 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 in the NYSESLAT reveals that there are significant gains for grades 6 through 12 between 2010 - 2011.

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 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

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.

Paste additional information here

Part VI: LAP Assurances

School Name: Intn'l School for Liberal Arts		School DBN: 10X342	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
M. Carrillo	Principal		11/23/11
F. Saez & L. Morales	Assistant Principal		11/23/11
G. Feliz	Parent Coordinator		11/23/11
T. Sjogren	ESL Teacher		11/23/11
	Parent		
K. Williams, Data	Teacher/Subject Area		11/23/11
L. Yi, Science	Teacher/Subject Area		11/23/11
L. Balaguer, Math	Coach		11/23/11
	Coach		
J. Pena, J. Lugo	Guidance Counselor		11/23/11
M. Struk	Network Leader		11/23/11
N. Manginelli,	Other <u>NLA Lead Teacher</u>		11/23/11
N. Rodriguez	Other <u>Bilingual Coord.</u>		11/23/11
Z. Valera	Other <u>Special Ed</u>		11/23/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10X342 **School Name:** Int'l School for Liberal Arts

Cluster: 5 **Network:** 551

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.

Our entire school population is comprised of students who come from Spanish speaking countries. Their families' native language is Spanish. All our correspondence is provided in both English and Spanish. To date, all translation services are provided in-house for all activities, events, conferences, etc. by members of our school community.

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.

We did not have access to any of the CEP or LAP documents in Spanish. We asked to get these documents translated for the purpose of providing adequate dissemination to our Parents' Association and the School Leadership Team. In our meetings, we conduct the conversations predominantly in Spanish with the help of our community members (students, teachers, staff, etc.)

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.

So far, we have managed to provide written translation services whenever necessary by members of our school community.

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.

We have managed to provide all oral interpretation services by members of our school community through student, parent and/or teacher volunteers. In addition, we use Global Connect as our primary source of telephone communication in Spanish.

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>.

Translations both oral and written are mandatory in our school. If and when we are unable or do not have the provisions to provide this service, we reach out to the Translation Service Division at Central to request help with various documents, if available. Otherwise, we will continue to provide the service in house with the help of our students, teachers, and/or parent volunteers.

According to A-E of Section VII of Chancellor's Regulations A663, upon registration, parents are given forms in their home language.

2. The HLIS is completed upon enrollment.
3. Completed HLIS are placed in each student's CUM record immediately after being completed by student's parent, school personnel and bilingual coordinator.
4. Pupil accounting secretary enter biographical information, including language onto ATS.
5. Parents of newly admitted ELLs are informed about their program placement choices through a Video shown in Spanish during our ELL

Orientation twice per week during September, the first month of school and once a week on a monthly basis during the rest of the school year. In some cases ELL Orientation are offered right on the spot after completing the HLIS during enrollment.

6. The pupil accounting secretary enters the information from parent selection form onto ATS.

7. According to chancellor regulation A663, within 10 days of student's enrollment the LAB-R test is administered by our Bilingual Coordinator in order to place student in a class according to the English proficiency level and parent choice.

8. School main staff and support staff are bilingual, our student's and Parent's community is 100% Spanish speaking and as they enter our school building they are greet and help in their home language.

9. It is the school policy to write all school notices, letters, calendars to be sent to students' home in English and Spanish. Other important notices are translated by the Translation Unit.

10. Parent Handbook is been develop by the parent coordinator in Spanish & English, it's updated every year with the information from our school and DOE for our community; parents' Bill of Rights, Emergency Procedures & Blue Cards, Dress Code, Telephone Directory and Extensions of School & Campus Faculty & Staff, Rules and Regulations, Student Norms, Respect for All, Bell Schedule, About Summer School, Community Services, Parent Involvement & Responsibility Policy, ARIS parent link.

11. Parents and Students received a copy of the DOE Discipline code in Spanish.

12. Parent workshops are conducted in Spanish/English by the Parent Coordinator or experts with translation by members of the school community, including students.

13. The School website has the language option for Spanish.

14. All parent notifications and communication needed on an on-going basis is also sent by Global Connect (our phone message system) in Spanish.

15. Student Ambassadors assist non-Spanish speaking teachers during Parent/Teacher conferences to translate information for parents.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Int’nl School for Liberal Arts	DBN: 10X342
Cluster Leader: D. Maldonado	Network Leader: M. Struk
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ✱Before school ✱After school ✱Saturday academy ✱Other: Lunch & Learn
Total # of ELLs to be served: 493 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ✱6 ✱7 ✱8 ✱9 ✱10 ✱11 ✱12
Total # of teachers in this program: 40 # of certified ESL/Bilingual teachers: 17 # of content area teachers: 30

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: At ISLA we currently have two supplementary programs based on students' needs. Upon examination of the 2011 Regents' scores, we observed that our students need additional support in ELA, Global History, U.S. History, and Science. In order to further enhance students' learning experiences, prepare them to pass the regents exams, and acquire needed graduation credits, we initiated an after-school Regents Prep program in our high school. In addition, in the middle school we are servicing all level 1-2 students in ELA and Mathematics. Finally, in order to better meet the needs of our approximately 100 newcomers to the country, we would like to provide a Saturday academy with intensive English as a Second Language instruction for both middle and high school students.

High School Regents Preparation: Our high school regents prep program provides service to our ELLs who have been identified as not passing one or two of the following regents: ELA, Global, U.S. History and Science. The approximate number of bilingual students invited to participate in our after school program is 160 students in grades 10, 11 and 12. They will be programmed for Regents Prep during extended day for two periods, at least 3 times per week. All students in the program will have the opportunity to attend two Regents prep courses during the week. The teachers participating in our after-school Title III intervention program are all ESL and/or bilingual certified. Our program is scheduled from February 2012 to June 2012, from 2:50 – 4:50 for a total of 20 weeks.

Middle School ESL/Mathematics: Our middle school after-school intervention program provides service to ELLs who have been identified as not passing the NYS ELA and Math exam. The approximate number of bilingual middle school students invited to participate in our program is 100. These students are in grades 6 through 8. Students will be programmed for ELA and Math prep instruction twice a week. Our Title III participating teachers are bilingual certified. Our program is scheduled from February 2012 to June 2012, from 2:50 – 4:50 for a total of 20 weeks. In addition, teachers have volunteered time to provide additional support for struggling students through our Lunch & Learn Program.

The language of instruction (identified by the NYSESLAT data) is the language of testing; those students who are taking the regents in Spanish will be instructed in Spanish and visa versa.

In the Middle School six NY State certified teachers will be employed in the program: three NYS ESL certified and three NYS Mathematics certified. The materials being used are New York I Ready Diagnostic Instruction in Reading and Mathematics that are aligned to the New York State core curriculum. In addition students are engaged in an online program through a component of the I-Ready program that provides diagnostic data and targets instruction to needed skills.

Part C: Professional Development

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

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

Begin description here: ISLA has adopted the Sheltered Instruction Observation Protocol (SIOP), designed specifically to address the instructional needs of English Language Learners. This instructional model emphasizes the features that are scientifically proven to help teachers productively deliver instruction for ELLs. The entire school has participated in training delivered by the consultants of Pearson to provide teachers with the tools and strategies to successfully implement SIOP model instruction. This training started mid-year 2010 and has continuously been offered on an on-going basis to enhance teachers' performance. In addition, Pearson has infused the Common Core Standards within their SIOP model that teachers are incorporating into their curriculum maps and units. This training, from lesson planning to review and assessment, provides teachers with the necessary strategies, tools, and activities developed to enhance and support teachers' instructional practice for the benefit of English Language Learners. With the support from our network liaisons and administration, teachers will continue to participate in continuous training to keep updated on new State and City initiatives and mandates to address the needs of our student population. All ISLA teachers are also provided the opportunity and encouraged to attend various ELL workshops provided through the DOE's Division of English Language Learners. Funds have also been allocated to cover the cost of Q-Tel training for any and all interested teachers.

Part D: Parental Engagement Activities

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

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

Begin description here: In an effort to help our parents support their children's academic success, we need to address their own limited English proficiency. In this regard, we have implemented English language classes for parents to attend at the school conducted by English/ESL teachers. In addition, parents are encouraged to come to school for workshops provided to cover such topics as: ARIS training, basic computer skills and community-based support (i.e. health matters, immigration and/or legal advise). Our Parents' Association plays an integral part in recruiting and supporting families with any specific socio-economic and parenting necessities through community outreach and assistance. Our parent coordinator together with the Parents' Association notify families via letters, flyers and phone messages to alert families of all activities and events, including the time and place for families to attend. By virtue of our bilingual population, all correspondence for parents is delivered in both English and Spanish.

Part E: Budget

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

Allocation Amount: \$57600

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