



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: INTERNATIONAL SCHOOL FOR LIBERAL ARTS

DBN : 10X342

PRINCIPAL: MS. FRANCINE CRUZ

EMAIL: FCRUZ32@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. ELAINE LINDSEY

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.
- 5.

Name	Position and Constituent Group Represented	Signature
Francine Cruz	*Principal or Designee	
Johnny Veloz	*UFT Chapter Leader or Designee	
Atilano Baez	*PA/PTA President or Designated Co-President	
Harronid Collado	DC 37 Representative, if applicable	
Darlene Lantigua Madely Santiago	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Luisa Morales	Member/Assistant Principal	
Frances Saez	Member/Assistant Principal	
Nunzia Manginelli	Member/NLA Teacher	
Thomas Sjogren	Member/ESL Teacher	
Lorna Balaguer	Member/Math Teacher	
Joselyn Reyes	Member/Social Studies Teacher	
Dayanara Rodriguez	Parent Member	
Ines Payano	Parent Member	
Luz Hernandez	Parent Member	
Julissa Ramos	Parent Member	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. By June of 2013, teachers will implement **two units in ELA, Math, History and Science** aligned to the Common Core **State 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. This goal was established primarily in alignment with the citywide instructional expectations and teachers' need to **implement** all at least two common core units by the end of the June 2013. These common core units must also have a culminating common core task.

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) key personnel 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.

Strategies/activities used to encompass the needs of our specific student population will be teacher team meetings to **analyze** student performance data and ~~at their~~ work samples. Key personnel used to do this will be first our teacher leaders and administration. Administrators make it possible for teacher teams to meet by scheduling common planning and inquiry team meeting. Our common planning meetings are used to design coherent instruction. In addition, professional development activities are meant to design common core unit tasks and activities. Inquiry team meetings are intended to have teacher hone in on specific instructional needs based on identified patterns and trends which we see are needed by our focus groups of students. Our Assessment practice team and our teacher teams design common assessment in content areas. Then based on students' performance identify what instructional strategies they need to focus on in the classroom and how to appropriately group students.

- **Training on Atlasrubicon**
- **Atlas Training – Protocol for looking at students work.**
- **Professional Development on Common Core State Standards**
- **Teachers will create curriculum map with six units of study on Atlas Rubicon, two of these units will be aligned to the common core.**
- **Students will submit five writing pieces such as: Argumentative Essay, Comparative Essay, Narrative, and Research paper.**
- **Three common planning periods will be dedicated to curriculum development and lesson planning a week.**

We will also provide teachers with professional development on aligning the common core **and** Achieve 3000 which **focuses on the use of** informational text. The focus on informational text is an instructional shift in CCLS.

Interim assessments are administered every 6 weeks. After the results of these assessments are available, teams then meet again and review the current data, identify the effectiveness of the instructional strategies and either continue or modify them as needed. Common Core units will be implemented each semester (one in the fall, one in the spring).

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

As part of our parental involvement in the area of common core unit, ISLA will be providing training to parents around the common core, what the standards mean and how they can support students with these more rigorous expectations. In addition, Teacher Ease, a new online grading and reporting system will be used to give parents access to real time data. That includes: students’ grades, progress reports, test and quiz scores, attendance, interim assessment data, homework assignments and other resources and information.

Budget and resources alignment

- Indicate your school’s Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy X Title I _____ Title IIA X Title III X Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Teacher leaders (as part of the ILT) meet with administration to plan professional development activities which take place every week with all teachers. Administration has scheduled common planning, grade level and department team meetings to achieve this goal. Staff collaborate to review and select appropriate OTPS material (books and materials necessary to implement the common core instructional units).

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

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 of 2013, teacher will be trained demonstrate a knowledge and understanding of the Danielson Framework for Teacher Effectiveness **in improving** their instructional practice. We will continue to focus on **Danielson** Domain 3 The school will focus on the Citywide Instructional Expectations (CIE) and the DOE’s recommended focus domains.

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.
As mentioned, the school will focus on the DOE’s focus goals, 1-designing coherent instruction and 3-Instruction. Due to our specific population and our students’ needs, we feel that student engagement and conversations are a necessary component of instruction for ELL students. In addition, teachers have requested additional support in questioning and discussion techniques and using multiple points of entry to design differentiated instruction for students.

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:
 - strategies/activities that encompass the needs of identified student subgroups,
 - key personnel and other resources used to implement these strategies/activities,
 - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - timeline for implementation.

The Question Formulation Technique is one technique which will be used throughout the school year to allow students the opportunity to be more engaged. This technique allows for more student engagement and students developing higher order thinking skills. Our teachers have become an important part of our development practices as many of them have actually been used to share best practices during our weekly and/or monthly PD sessions. We will also use the gradual release of responsibility and the following components of group collaboration and guided practice.

Teacher leaders work in collaboration to design professional development activities in the Instructional Leadership Team. They are working on training and designing curriculum maps in Atlas Rubicon. Our Assessment Practice Team (APG team) works on designing assessments that are aligned to the common core.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parents will be trained on what the citywide instructional expectations are so that they can further support students at home.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy X Title I _____ Title IIA x Title III x Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). (

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

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

By June of 2013, Teacher will continue to receive professional development and use the Sheltered Instruction (SIOP) approach as the school wide instructional model to address the needs of our ELL population.

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.

Our school is 100% ELLs and/or former ELL students. Research shows that the SIOP model improve student performance by engaging, differentiating, and scaffolding instruction specifically aimed at English Language Learners. As such, our instructional approach has been and will continue to be the SIOP model. This year, we will focus our professional development activities in addressing the academic needs of our specific population while at the same time incorporating the more rigorous CCL standards and improving the language acquisition of our students. 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) key personnel 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.

The SIOP instructional focus has been implemented in ISLA for the past two years. This year our specific challenge will be to align SIOP to the new and more rigorous Common Core Learning Standards (CCLS) based on the Citywide Instructional Expectation (CIE). The SIOP features provide activities that address the four modalities of speaking, listening, reading and writing. At ISLA, our main focus is writing across the curriculum this year. It has been proven that improving writing skills helps to improve students overall reading comprehension skills.

Some possible activities are: demonstrations, use of cognates, and identifying words with multiple meanings hands on activities and teaching idiomatic speech.

- **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**

Reading – Students will read fluently; make personal connections

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 will be used throughout the year by all teachers in all content areas.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP. N/A

Our parents will participate in workshops to become acquainted with Teacher Ease, an online resource to track their child's academic progress. On Teacher Ease, parent will be able to access real time data on student assignments, projects, quiz and test grades, attendance, behavior issues, etc.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy X Title I _____ Title IIA X Title III X Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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*

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ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. The school will focus on increasing parental involvement and participation rates. By June of 2013, parental involvement will increase by 10 % as evidenced by the number of parents attending workshops and meetings (attendance).

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.

Parental involvement and engagement has traditionally been low for New York City schools and High schools in particular. In the past, activities such as Parent Teacher Conference and Family Day and cultural activities have always had more attendance averaging about 80.

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) key personnel 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.

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.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parents have voted and decided on some parental involvement and engagement activities: ESL classes for parents, computer classes, and CPR/child care. In addition, we will have our regularly scheduled parent teacher conferences and parent association meetings. This year, we have already initiated some activities around college and career readiness such as Transitioning to College, Financial Aid Workshops and The College Application Process. In addition, parents have been invited to college trips and will attend the annual ELL College and Career Readiness Conference conducted by the Office of ELLs.

ISLA will provide:

The following initiatives will be implemented for our parents:

In an effort to establish a strong partnership with parents to support student’s learning. The school is making an effort to implement the use of technology as another form of communicating with parents. We will use our school web site Islaschools.nyc.org to convey school information. In addition, we recently implemented TeacherEase,online grading system that provides parents easy access to their children’s data.

- The school will provide parents workshop on how to access the school website and TeacherEase.
- Teacher will receive professional development on how to update their page, profile, events, and student’s assignment.
- Teachers will teach students how to access the school website for assignments, deadline and resources to support their learning while in school.

ISLA will provide:

- ESL classes for families to improve their communication skills
- Further training is being explored to help parents enhance their computer and technology skills.

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 workshops to introduce parents to our SIOP instructional model and the Common Core Standards.
- 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.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy X Title I _____ Title IIA X Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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 for parent workshops, trainings, computer classes and*
- *Materials to support ESL and/or computer classes*
- *Parent Association meeting, parent events, etc*
- *Incentives for parents*

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • Achieve 3000 as a Reading intervention program • Differentiated instruction in all ELA classes 	<p>AIS in ELA is being implemented in several different ways:</p> <ul style="list-style-type: none"> ▪ 90 minutes block 5X per week ▪ Tutoring groups for English Regents Prep ▪ Leveled classes based on students' English Level, with a specific plan tailored to meet their unique needs. <p>AIS in ESL in being implemented in several different ways:</p> <ul style="list-style-type: none"> ▪ Two 90 minute period per week (After School) ▪ Differentiated instruction in all ELA classes – ▪ Leveled classes based on students' English Level, with a specific plan tailored to meet their unique needs. ▪ Team teaching with an additional teacher in the room. 	<p>Small group instruction during the school day and After School)</p> <p>Intervention during Saturday classes</p>

Mathematics	Differentiated instruction Singapore Math iReady	AIS in math is being implemented in several different ways: <ul style="list-style-type: none"> ▪ One 90 minute periods ▪ Differentiated instruction in all math classes ▪ After-School small group tutoring ▪ Leveled classes based on student math level, with a specific plan tailored to meet their unique needs. 	Afterschool and Saturdays
Science	Differentiated instruction	<ul style="list-style-type: none"> ▪ One 90 minute period per week Science classes/Regents prep (Saturday Academy) 	Saturdays
Social Studies	Differentiated instruction	<ul style="list-style-type: none"> ▪ Social Studies instruction during Saturday Academy/Regents prep ▪ The additional AIS period is tailored to meet the specific needs of each student 	Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		School counselors provide guidance and crisis counseling services during the school day, one period a week or more frequently if needed, to all students especially, Hispanic and Economically Disadvantaged students in grades 6-12. The service is offered in English and Spanish.	During the school day Afterschool and Saturdays

		<p>Students are assisted in learning how to deal with various personal issues including school, friends, family, current events, etc.</p> <p>Guidance Counselor is available to counselor is available on Saturdays to counsel students regarding credit accumulation and required coursework.</p> <p>The school psychologists will offer clinical services, agency referrals, evaluations, and educational, social and personal services during the school day on an as needed basis to at risk students including student in the SWD, LEP, Hispanic and Economically Disadvantaged subgroups. This service will identify emotional, social, neurological factors that impede student performance and provide prescriptive measures that address student needs by suggesting additional student support services.</p> <p>Social Workers provide counseling services to at risk students especially students in the targeted subgroups of SWD, LEP, Black, Hispanic</p>	
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		and Economically Disadvantaged and their families during the school day, one period a week or more frequently if needed. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress.	
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

Some of the strategies used by ISLA to recruit, retain and support teachers and ensure highly qualified teachers are the following:

First of all, we provide ongoing professional development for our teachers in house. Part of our PD activities are to support the CIE such as Danielson's Framework for teaching, Designing CCLS standards, Achieve 3000, Question Formulation Techniques, Formative Assessment techniques, SIOP Instruction, Gradual Release of Responsibility, QTEL strategies, Argumentative Essay Writing and Atlas Looking at Student Work Protocols.

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. We have one new teachers and she is assigned a mentor to help her with instructional planning, behavior management strategies and more specifically, ESL strategies.

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

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).

Some CFN professional development opportunities have been in Atlas Rubicon training for designing curriculum aligned to the common core, literacy clinic and math clinics.

Other differentiated professional development strategies for teachers are utilized as needed.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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. For ISLA, that will include training on Teacher Ease, Achieve 3000, ARIS.
- 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. That will include workshops on transitioning to college, Financial Aid workshops and the college application process.
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; This year that will include the use of Teacher Ease by teachers, parents and students.
- providing assistance to parents in understanding City, State and Federal standards and assessments and Common Core Learning Standards (CCLS)
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; This will be done via written communication and phone messages.
- 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, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through

school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting ISLA Family Day events;
- hosting events to support, men 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;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 (in our case Spanish)
- 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; This year that be augmented by Teacher Ease
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations including following the uniform dress code 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:

I will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, I agree to:

- Come to school ready to do my best and be the best!
- Come to school with all the necessary tools of learning- pens, pencils, notebook, etc.

- Listen and follow directions
- Participate in class discussions and activities
- Be honest and respect the rights of others
- Follow the school's/class' rules of conduct
- Follow the school dress code
- Do my homework every day and ask for help when I don't understand the material
- Study for test and assignments
- Read at least 30 minutes every day outside of school time
- Read at home with my parents, guardians or siblings
- Get adequate rest every night
- Use the library to get information and to find books that I enjoy;
- Give all notices and information I receive at school every day to my parents or to the adult who is responsible for my well being

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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 Fordham PSO/CFN	District 10	Borough Bronx	School Number 342
School Name International School for Liberal Arts			

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

Principal Ms. Francine Cruz	Assistant Principal Frances Saez & Luisa Morales
Coach Ms. Manginelli	Coach type here
ESL Teacher Mr. Sjogren, ESL	Guidance Counselor Jenny Pena
Teacher/Subject Area Ms. Balaguer, Mathematics	Parent Atilano Baez, PA President
Teacher/Subject Area Ms. Storer, Spanish	Parent Coordinator Ms. Candida Cocco
Related Service Provider Mr. Valera	Other Joselyn Reyes, Social Studies
Network Leader Ms. Marge Struck	Other type here

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	7	Number of certified bilingual teachers	5	Number of certified NLA/foreign language teachers	3
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		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	540	Total Number of ELLs	416	ELLs as share of total student population (%)	77.04%
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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. 

7aste response to questions 1-6 here

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, either the bilingual coordinator or one of the assistant principals. Ms. Luisa Morales, High School Assistant Principal, interviews all new students and families in the high school and Ms. Frances Saez, Middle School Assistant Principal, interviews all middle school students and families. They conduct an informal oral interview with the student in English and in their native language. Once they have determined the language spoken at home is not English, the family is referred to the parent coordinator, Ms. Cocco, who conducts an ISLA orientation meeting with the parents. During the orientation meeting parents are informed about the school's policies and procedures. Ms. Luisa Morales, Assistant Principal oversees all bilingual compliance and assessments. She coordinates all bilingual orientation meeting with parents to inform them about the three bilingual programs available to English Language learners. She shows the bilingual orientation video to parents, which explains in detail the three programs available to non-speakers of English: Transitional Bilingual, Dual Language and Freestanding ESL. After parents view the video, they complete their surveys and select the program in which they would like their child placed. To assure that parents are informed and are provided with all the support they need for their child to be successful. Ms. Morales sends out notification letters informing parents of the students LAB, NYSESLAT results and placement. Ms. Morales facilitates the process of assessing all the new admits on the LAB-R and LAB Spanish tests. She assigns a bilingual teacher to assists in the administration of the exams to our newly admitted students.

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. Morales, has one on one conferences with parents on the day students are registered. If parents cannot stay, she invites them to a Bilingual Orientation. During this orientation parents are given an overview of the Ell programs, provides them with a video and pamphlet in their language that explains the different programs in place. Parents take the opportunity to ask questions of the administration. In addition, informational packets are provided to parents at these meetings. Parents are informed that ISLA is a bilingual school grades 6-12 where the program offered is a Bilingual Transitional Program. Parents

are also informed that they have a choice of programs. The school reviews parents' choice to make sure the school is aligned and provides parents with the program of their choice if there are sufficient students to create the particular program.

3. Ms. Morales is responsible for sending letters: Non Entitlement letter, Placement Letters, Non Entitlement/Transitional and Continued Entitlement Letters. Ms. Cocco, with the assistance of the administration and two support staff, makes sure these letters go out to all parents. Ms. Cocco keeps a copy of all these letters on file. The Parent Survey and Program Selections forms are provided to parents during the registration process. 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. Cocco 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 the assistance of Ms. Cocco. Ms. Cocco 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. Storer a bilingual teacher, 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. The administration decides on the appropriate placement of students based on the student's level of English proficiency. Parents are then informed of the student placement by the parent coordinator.

5/6. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices parents have requested is Bilingual Transitional Program. Most parents sent to our school by the region come because parents have requested a school that provides such a program. The program model offered at our school is aligned with parents' requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	2	3	3	4	4	3	21
Dual Language (50%:50%)														0
Freestanding ESL														

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	2	2	3	3	4	4	3	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	414	Newcomers (ELLs receiving service 0-3 years)	281	Special Education	24
SIFE	176	ELLs receiving service 4-6 years	95	Long-Term (completed 6 years)	38

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	281		7	95		5	38		12	414
Dual Language										0
ESL										0
Total	281	0	7	95	0	5	38	0	12	414

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							35	35	58	76	71	81	58	414
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	35	35	58	76	71	81	58	414

**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?

Paste response to questions 1-7 her: ELL PROGRAMMING:

The International School for Liberal Arts, also referred to as ISLA, serves a population of approximately five hundred and forty students. Our English Language Learners (ELLs) consist of 75% of this population across grades 6-12. Our long-term ELLs (LTE) consist of ___ of our student population. ISLA students come from a predominately Latin American country. All our English Language Learners' are native Spanish speakers. In accordance with the New York State Commissioner's Regulation Part 154, our students' educational and linguistic needs are served appropriately in a Transitional Bilingual Education (TBE) program. All parents of children at ISLA have chosen TBE as their program of choice. Because of the school's design, where the entire population is Spanish-speaking, we must provide this method of programming for students. The goal of our TBE program is to enable our ELL students to develop the linguistic, cognitive, and affective skills they need to function in the school and community at large. Additionally, our ultimate goal is to give our students the tools they need to be successful in college.

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 one of them ICT, two 7th grade classes, three 8th grade classes, three 9th grade classes one of them ICT, four

A. Programming and Scheduling Information

10th grade classes, four 11th grade classes, and three 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 two units of ESL instruction and the advance students receive 180 per week of ESL instruction. In the high school ELL students at the beginning level will receive 540 minutes (three units) of ESL; intermediate levels of English proficiency will receive the mandated 360 minutes of ESL per week. Students at the advanced level will receive 180 minutes per week of ESL (one period per day) with more time allocated to English literacy instruction, which will include English Language Arts course. The Native language instruction and English language instruction is fully aligned with New York City’s language allocation policy and reflects 40/60 instruction in English and native language for beginners; 50/50 instruction for intermediate; 25/75 for advanced students, respectively. TBE and ESL teachers will utilize scaffolding and differentiated instructional strategies for increased ESL and content area academic development. The bilingual classes are provided with a range of literature in English and Spanish instruction in reading and writing. This variation requires our for teachers to differentiate instruction in order to meet the required performance standards for the native language (Spanish), English Language Arts, and ESL. Staff will utilize data from the NYSESLAT, Spanish LAB, ELE, school created diagnostic and periodic assessments, and the LAB-R to create instructional units that will support the academic language development of each student.

The TBE and ESL teachers will provide meaningful educational experiences that will allow ELL students to be active participants rather than passive agents of the language development process. We have programmed 90 minutes balanced literacy block to facilitate differentiated instruction to address the needs of our ELL population. TBE and ESL teachers will utilize mini lessons, independent work, peer tutoring and instructional technology to develop academic and linguistic lessons appropriate for both the native language and English literacy. Each language will be a separate instructional focus within the school day. English language development will be further strengthened through English taught enrichment classes such as art and additional ESL support on a daily basis through our extended day and Saturday Academy programs.

Insruction is differntiated for ELLs receiving 4-6 years of service with through small group instruction, Achieve 3000 and afterschool programs to address their needs.

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
Native Language Arts	Spanish
Social Studies:	Spanish
Math:	Spanish
Science:	Spanish

Class/Content Area	Language(s) of Instruction

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

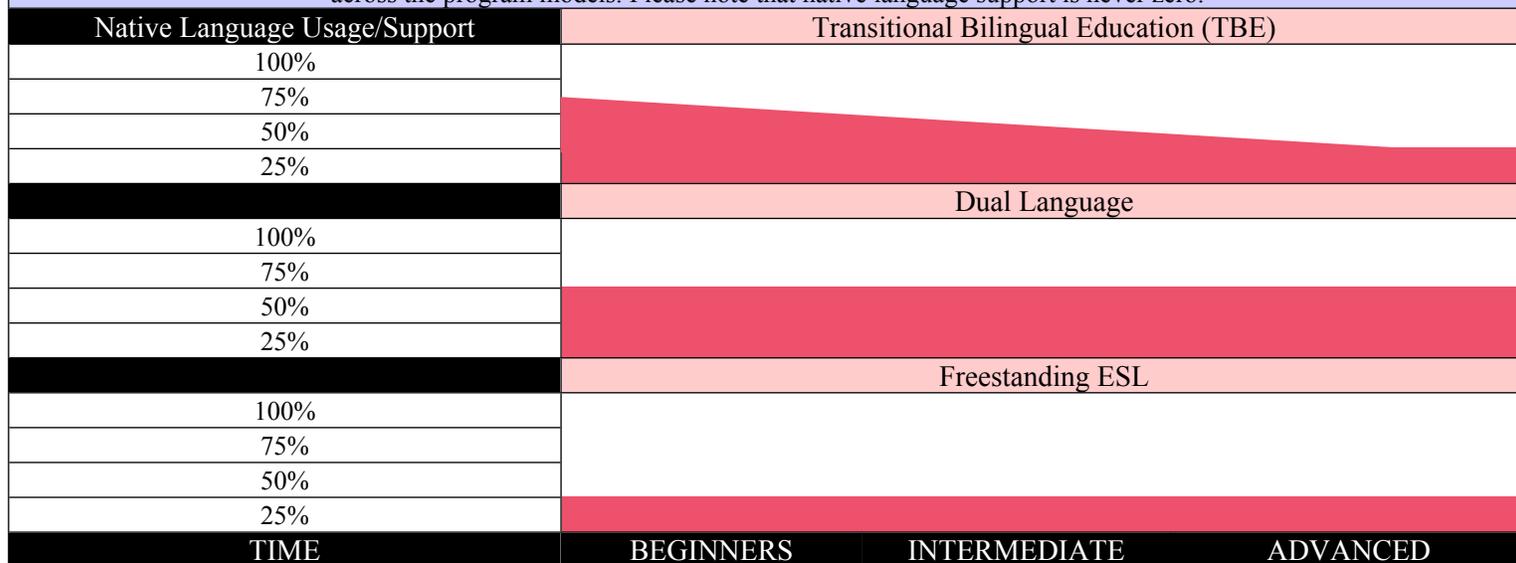
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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?

Paste response to questions 8-17 here

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)?

Paste response to questions 1-5 here N/A

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.

Paste response to questions 1-3 here Professional Development and Support for School Staff:

In alignment with the Language Allocation Policy, ISLA staff will meet by department three times a week for lesson planning, curriculum planning, and professional development workshop. and teacher collaboration 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.

Specifically, we provide the following professional development for our staff:

Danielson Framework for teaching

Common Core Standards

- Gradual Release of Responsibility:

First, by modeling the particular strategy.

- Second, by using the strategy in a large group setting with the teacher directly participating for direction and support.

- Third, by expecting students to use the strategy in small group settings with the teacher stepping back from direct participation in order to monitor the use of the strategy.

- Finally, by expecting each student to use the strategy independently while the teacher is monitoring the work both directly by observing students and indirectly by reviewing student work (logs, response journals, writing.)

- Making Content Comprehensible for English Language Learners: The SIOP Model--by Jana Echevarria, Mary Ellen Vogt, and Deborah J. Short

We use the Atlas Protocol for looking and analyzing student work.

Atlasrubicon for curriculum maps and planning units of study.

Danielson Framework for teaching

These resources, 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. There is a data team member from each department who presents and supports the department to review and use data effectively to guide instruction and support student learning.

The middle school teachers will meet to design interdisciplinary curriculum focused on a Big Question and ending with a culminating activity. Teachers will consider their content objective and language objective focused on students' needs to connect the content and help students realize meaningful connections that exist among the disciplines

E. Parental Involvement

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

Paste response to questions 1-4 here Parental Involvement:

At ISLA, a great number of our parents are invested and committed to their children’s education. Our family population is challenged with similar barriers as their children: poverty, illiteracy, and undocumented status. Just as our students strive for learning, our parents seek the same in order to assist their children with academic support and financial independence to ultimately break out of the cycle of poverty. Parents are encouraged to participate in committees such as the School Leadership Team and the Parents’ Association. To achieve these goals, ISLA recommends the following:

Workshops for Parents – ESL instruction are programs that also support our ELL’s parents. Workshops provided by ISLA community members, are support services offered to parents to promote parental involvement.

We implented a new program called Parents and Students as Learning Partners. This program provides an Open Lab accessible to those students and parents that register for the program. In this program parents and students come to school together to learn. They come to the computer lab to learn how to access their children's data on IRIS, Teacher Ease for assessments and attendance and for access for those parents who don't have computers at home. We also provide ESL courses on Saturdays for parents and students together.

In addition, with the support of the guidance counselor, high school parents and their children come in to complete college and financial aid applications. Together they learn the process of being college and career ready.

Citizenship Classes – At ISLA our ESL teachers are willing to assist our parents with the necessary learning tools to learn English and prepare them for citizenship. These learning sessions would take place Saturday mornings, for a total of 12 hours monthly. Organizations such as Wilmer Hale Legal Services will consult our undocumented parents and students, on an individual basis, of their future educational and career options; most importantly, how to work toward receiving citizenship.

Parent-Association Meetings – These meeting are held monthly to inform our parents of their child’s educational progress, social standing, and future endeavors. We collaborate with parents to secure the learning of our students. Parent involvement is critical, especially with our long-term ELLs, since they are key in closing the gap of ESL status and moving forward to true bilingualism. With parent involvement support, our students have shown greater interest and motivation to continue their education. One of the most influential and significant factors of our students’ progress has been parental involvement. These monthly meetings strengthen not only our students’ academic and social performance, but also lead to a more dynamic sense of community. Our dedicated parents ultimately become mentors to others who are new to our school and the community. This powerful relationship between school board members, parents and students proves to be a great success in achieving our goal of promotion. With grant funding, the effective involvement of our parents could continue. Parents will continue to assist in coordinating special events inside the school and throughout the city of New York. This will give them the tools necessary to be an active partner in the ISLA learning community and the lives of their children. It will also give parents a voice and participation in their children’s education.

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)							4	4	5	2	2	9	0	26

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							0	0	0	1	0	0	0	1
Advanced (A)							0	0	1	0	0	0	0	1
Total	0	0	0	0	0	0	4	4	6	3	2	9	0	28

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							5	7	3	7	7	6	11
	I							4	7	27	29	24	16	16
	A							16	14	17	20	14	12	17
	P							8	2	4	9	20	19	8
READING/ WRITING	B							5	6	15	24	14	9	6
	I							8	7	24	23	37	28	30
	A							13	14	9	13	12	15	15
	P							7	3	3	5	1	1	1

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	13	10	9	0	32
7	9	19	12	0	40
8	26	20	6	1	53
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	2	9	10	6	7	2	2	0	38
7	0	0	7	8	13	12	5	1	46
8	1	2	9	12	10	11	8	3	56
NYSAA Bilingual Spe Ed									0

NYS Science

Level 1	Level 2	Level 3	Level 4	Total
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	English	NL	English	NL	English	NL	English	NL	
4									0
8	2	4	12	22	16	11	3	2	72
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	194		148	
Integrated Algebra	40	219	15	107
Geometry	22		16	
Algebra 2/Trigonometry	19		16	
Math				
Biology				
Chemistry	24		18	
Earth Science	16	1	12	
Living Environment	5	151	3	123
Physics				
Global History and Geography	16	150	7	78
US History and Government	26	210	13	142
Foreign Language				
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here The LAP team, which is the entire ISLA pedagogical staff, will convene on a regular basis to review assessment results of the LAB-R, NYSESLAT, ELE, and school based periodic assessments. These assessment tools assist in determining areas of strengths and weakness

The following assessments tools are used to assess the early literacy skills of ELLs in the middle school Achieve 3000 to determine student's Lexile score. In addition, we gather and analyze the data from the NYSESLAT, (periodic assessments (DYO), progress reports, credit accumulation, ARIS and past regent's exams will inform instructional interventions and guidance to keep our students on track and progressing.

ISLA student's set academic goals in the beginning of the year and by midyear they revisit those goal with their teacher to assess their progress and next steps.

Mid-Assessment: Evaluate transcripts and report cards with guidance counselors. Conduct student interviews to establish and review goals and objectives for further instruction.

Post-Assessment: Case study with Inquiry Team to analyze students' progress towards meeting their goals and objectives. Quantitative data analysis will be collected and reviewed from ARIS, Achieve 3000, MyAccess! and Apangea Learning and State exam.

The data has revealed that our Long Term English Language Learners makes up _____ % of our population. After carefully analyzing our long-term ELL's data we found that _____ 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 _____ percent are not proficient in any of the four modalities. In addition, the NYSESLAT 2009-2012 results shows _____ 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 these areas. For data purposes we identified gains as students that moved from one level of proficiency. Moreover, in overcoming the obstacles of learning a foreign language, it is evident that ISLA's long-terms ELLs also face the challenge of meeting ELA and Math NY State Standards (Table 2); in grades 6-9.

I

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: <u>ISLA</u>		School DBN: <u>10X342</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Francine Cruz	Principal		1/1/01
Ms. Frances Saez	Assistant Principal		1/1/01
Ms. Candida Cocco	Parent Coordinator		1/1/01
Mr. Sjogren	ESL Teacher		1/1/01
Atilano Baez	Parent		1/1/01
Mr. Sjogren, ESL	Teacher/Subject Area		1/1/01
Ms. Balaguer, Mathematics	Teacher/Subject Area		1/1/01
Ms. Mangenilli, Spanish	Coach		1/1/01
	Coach		1/1/01
Ms. Jenny Pena	Guidance Counselor		1/1/01
Ms. Marge Struck	Network Leader		1/1/01
Joselyn Reyes, S.S.	Other <u>Teacher</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 10X342 School Name: ISLA

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.

The RPOB report allows us to identify the home language of all of our students at ISLA and we have identified that the majority of our students speak Spanish. In addition, during the interviews of new arrival, We have identified that the dominant home language is Spanish. Initial parent interviews are conducted in Spanish by the Assistant Principals and/or Bilingual Coordinator. Our parent coordinator is bilingual (Spanish) and is often used to translate for parents so they can communicate with non bilingual teachers. The majority of our staff is also speak. It is evident through our report and interviews that all written translation and oral interpretation services must be in both English and Spanish to reach all of our parents.

Home Language Surveys also reveal that Spanish is the language understood and spoken in the home. During the registration process, all parents are interviewed in Spanish. This information suggests the need for translated information so that parents can be informed in their native language about the New York City Educational system, their rights and options as parents to make informed decision about the education of their children, how to navigate the education system to support their children's education, and how they can become involved in their school community

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.

Our major findings are that the majority of our students and families come from Spanish speaking homes. The primary language of our parents is maintained in ATS and is also indicated on the blue emergency card for staff members to be made aware of the student/family's home language. When we receive a new student, the home language is shared with all staff members that will be teaching and/or servicing the student. If and when necessary, language of instruction and testing is shared with all staff members via reports and/or at staff meetings by the testing coordinator, bilingual coordinator and special service providers.

Oral Interpretation and written translation in Spanish are necessary at all times. This is evident in our school community. Our parents are informed by a poster which is displayed outside of the parent coordinators office and in the main office. There is also a sign that indicates that Spanish interpretation is available in both the PCs office and the main office. However, since most staff members speak Spanish, parents know and are accustomed to have someone available to assist them. The multilingual poster is also posted outside of the parent coordinators office. However, we have found that no other language other than Spanish and English are necessary.

Having many staff member that are able to translate for our teachers allows us to express crucial information to parents concerning students' academic progress, academic standards, available services and programs. All parent letters and flyers are translated in Spanish for effective communication. Announcements to parents through our voice messaging system (Global Connect) is done in Spanish also.

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.

Our Parent Coordinator, is fluent in Spanish, English and Italian and can therefore provides all of our written translation services. We also have an additional certified translator as part of our staff, our Guidance Counselor. Many staff member can provide written translation of documents. The parent coordinator usually proofreads all written translation and key documents which are disseminated to families. All major documents and frequently used letters are maintain on file for future use.

Since a significant percentage of parents are not proficient in English, It is evident there is a need for all school information, such as suspension documents, Parent notification letter, Parent information booklets, school leadership documents, Parent Teacher Conference packets, parents orientation meetings and academic intervention services and the principal's letters, to be translated in Spanish. Again, all these letters are kept on file and adjusted or adapted as needed.

All centrally produced documents which are distributed or electronically communicated are ususally provided in Spanish by the DOE. If and when they are not provided in Spanish, these are translated in house by our staff, primarily our parent coordinator. For critical documents such as Individualized Education Programs (IEPs), ISLA will use an outside vendor and/or the Translation and Interpretation Unit. If necessary, which we have not found to be the case, the DOEs Translation and Interpretation Unit is used.

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.

Since most of our staff speaks Spanish, oral interpretation is only needed for our teachers that do not speak Spanish. Many teacher assist each other. Primarily, the parent coordinator serves in oral interpretations for non Spanish speaking staff. In addition, the Principal, Assistant Principals, both of our guidance counselors, our school aides, and our school secretary all speak Spanish. Anyone of these staff members are always available to assist.

If for some reason it is necessary, the DOE Translation and Interpretation Unit can be utilized. However, we have not needed this service in the past.

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>.

After assessing the schools written translation and oral interpretation needs and identifying that Spanish is the primary language for the majority of our parents and families, ISLA will notify all parents in both Spanish and English.

In accordance with the Chancellor's Regulation any and all documents will be translated into Spanish and include the following:

- Parent Notification Letter
- Parent Information Booklets
- School Public Relations Packet
- Course Catalogue
- School Brochure
- School Leadership Team Documents
- Open School Evening and Afternoon Packets
- Parent Orientation Meetings and ELL Services letters
- Academic Intervention Services and Special Education documents (through contracted vendor)

ISLA shall provide parents whose primary language is a covered language with a translation of any document that contains individual, student-specific critical documents and information regarding, but not limited to a student's:

- a. health;
- b. safety;
- c. legal or disciplinary matters; and

d. entitlement to public education or placement in any Special Education, English Language Learner or non-standard academic program.

ISLA will also provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.

All DOE issued brochures documents and brochures are available in Spanish. Again, if and when necessary, DOE translation and interpretation services are available if necessary.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: ISLA	DBN: 10x342
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program:
of certified ESL/Bilingual teachers:
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our afterschool program will allocate extra time for homework support and reading and writing tutoring would assist our ELL students with the acquisition of required credits and exams. The goal is for students to reach grade level proficiency, graduate, and become successful in college and careers. An extended day program will provide extra support in all subject areas with emphasis on reading and writing. The target population, from grades 6-12, will meet after school for a total of 60 minutes per day, four times a week.

Saturday Academy (Regents Prep Course) will also dedicate instruction for Regents preparation. Our English Language Learners are still required to pass the mandated State examinations to graduate from a New York City or State high school. Our high school students will meet every Saturday for 3 hours to prep for the required State exam. Time will be allocated to review test taking strategies: how to answer multiple choice questions, document-based questions and techniques for essay writing. The start date for the High School afterschool program will be December 3rd (or upon approval of the grant) and will end June 11th. For the afterschool program, there will be 4 teachers (one in each content area-Social Studies, Science, Math and ELA). The Saturday Academy, will begin on Dec. 8th (or on the first Saturday upon approval of the grant). The total number of teachers for the Saturday Academy will be 8 teachers in the following content areas: Social Studies(2), Science(2), ELA(2), Math(2).

As the Middle School exams approach, Saturday Academy and Spring break academy. will also be provided for the middle school students that required additional support in preparation for the exams. The afterschool program for the Middle school to prepare students for the state exam will begin on December 3rd, 2012 and end April 29th, 2012. A total of 8 teachers (1 Common Branch, 3 ESL Teachers, 3 Math Teachers, and 1 ELA Teacher) will be teaching the afterschool program.

The Saturday Academy for Middle school students will begin December 8th end on April 13th. Approximately 60 students will have an additional 6 weeks of instruction (from May 29th to June 11th) in preparation for the Science exam. Only 2 Teachers will be required for these six weeks. The Spring Break Academy will be from March 25th to March 28th (4 days). During these 4 days, there will be 6 teachers (2 ESL, 2 Math, and 2 ELA) providing students with intensive instruction and preparation for the ELA and the Math state exams.

Part C: Professional Development

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: 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 ongoing progress monitoring. Twice a month, a professional development session will be conducted for all pedagogues to reflect on students' needs. During this time frame, the facilitator will incorporate different strategies to target the ELLs, including, but not limited to, strategies to help students progress and reach a level of proficiency on the NYSESLAT. Teachers will be guided on how to best support their work through the four modalities of the New York State ESL standards (reading, writing, speaking, and listening) regardless of the content area. All supplemental resources will provide methodologies developed to assist our students in reaching the goal of proficiency and academic excellence. ISLA has assigned lead teachers for each department in the high school to provide teachers with the following support; modeling best practices, intervisitations, writing curriculum, lesson planning, and analyzing student's data.

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

-Aligning the Common 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

Basic Writing Professional Development (Windward School) will provide teachers with the strategies for writing that will enhance reading comprehension as well as improve their written expression. Activities for writing sentences, paragraphs and essays will be covered.

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 to support lead teachers in analyzing and using data for effective, targeted instruction. Using the SIOP model teachers will create content and language objective focused

Part C: Professional Development

on students' needs to help students realize meaningful connections that exist among the disciplines.

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: At ISLA, our parents are committed to their children's education. Our population is faced with many challenges: poverty, illiteracy, and undocumented status. Just as our students strive to learn and make a better future for themselves, so do our parents. They seek the same in order to assist their children with academic support and financial independence and ultimately break out of the cycle of poverty. Parents are encouraged to participate in committees such as the School Leadership Team and the Parents' Association. To achieve these goals, ISLA recommends the following:

Workshops for Parents – Achieve3000, E-Chalk, ARIS and ESL instruction are programs that will support our ELL's parents. These workshops will be provided by ISLA community and staff members. Many workshops will educate parents on what their children are currently learning in school. For example, parents will learn about the Common Core standards and how to support their children home with the new instructional shifts. These, of course will be provided in addition to the ELL workshops provided to new incoming ELLs. Workshops for parents of High School Students include financial aid and transitioning your children to college and career.

Citizenship Classes – At ISLA our ESL teachers are willing to assist our parents with the necessary learning tools to learn English and prepare them for citizenship. These learning sessions would take place Saturday mornings, for a total of 12 hours monthly. Wilmer Hale Legal Services will consult our undocumented parents and students, on an individual basis, of their future educational and career options; most importantly, how to work toward receiving citizenship.

Parent-Association Meetings – These meeting are held monthly to provide parent with current educational program and initiatives taking place in the school. We collaborate with parents to secure the learning of our students. Parent involvement is critical, especially with our long-term ELLs, since they are key in closing the gap of ESL status and moving forward to true bilingualism. With parent involvement support, our students have shown greater interest and motivation to continue their education. These monthly meetings strengthen not only our students' academic and social performance, but also lead to a more dynamic sense of community. Our dedicated parents ultimately become mentors to others who are new to our school and the community. This powerful relationship

Part D: Parental Engagement Activities

between school board members, parents and students proves to be a great success in achieving our goal of promotion. With grant funding, the effective involvement of our parents could continue. Parents will continue to assist in coordinating special events inside the school and throughout the city of New York. This will give them the tools necessary to be an active partner in the ISLA learning community and the lives of their children. It will also give parents a voice and participation in their children’s education.

Part E: Budget

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

Allocation Amount: \$

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

