



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** INTERNATIONAL SCHOOL FOR LIBERAL ARTS  
**DBN (i.e. 01M001):** 10X342  
**Principal:** FRANCINE CRUZ  
**Principal Email:** [FCRUZ32@SCHOOLS.NYC.GOV](mailto:FCRUZ32@SCHOOLS.NYC.GOV)  
**Superintendent:** ELAINE LINDSEY  
**Network Leader:** MARGE STRUK

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Francine Cruz	*Principal or Designee	
Johnny Veloz	*UFT Chapter Leader or Designee	
Nora Rodriguez	*PA/PTA President or Designated Co-President	
Haronid Collado	DC 37 Representative, if applicable	
Neida Santiago	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Milagros Martinez	Member/ Teacher/Dean	
Aracelis Reynoso	Member/ Guidance Counselor	
Charyls Gomez	Member/ Student Representative	
Dayanara Rodriguez	Member/ Parent	
Luz Hernandez	Member/ Parent	
Candida Cocco	Member/ Parent Coordinator	
Frances Saez	Member/ Assistant Principal	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed

	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## **Goal and Action Plan #1**

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 May 30th of 2014, our curriculum in English Language Arts (ELA), Mathematics, Social Studies and Science will be aligned to the common core state standards. For Social Studies and Science, teachers will continue to utilize NY state standards and align the CCLS standard in order to address literacy in these content areas.

### **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.

In the spring of 2013, students in the middle school took the new common core aligned test in ELA and Math. There was a decline in the number of students obtaining level 3 and 4 on the NYS exams. Although the Regents exams were not aligned to common core last year, by the end of this academic school year, ELA and Math Regents will be aligned to the common core state standards. In order to prepare students for the more rigorous demands of the standards and upcoming exams, teacher will align all the units of study to the common core. Last year, this was done in grades 6-8 in response to the Grades 6-8 exams reflecting CCLS standards.

After looking at the item analysis and the types of questions and writing tasks students are struggling with, we have identified that they need support in reading and responding to questions on informational text and citing evidence to support their written responses in short answer question and essays.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

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Teacher will attend professional development session provided centrally on Expeditionary Learning (grades 6-8), CMP3 (grades 6-8) and Literacy in the content areas (Science, Social Studies and Mathematics). These professional development sessions began in the summer of 2013 and continue monthly throughout the year. Lead teacher and/or other identified teacher then turnkey the professional development on the common core aligned curriculum at the school level. Strategies/activities used to encompass the needs of our specific student population will be teacher team meetings to look at student performance data and at their work samples. We will also provide teachers with professional development on aligning the common core, Achieve 3000 which focuses on informational text. The focus on informational text is an instructional shift in CCLS. For example, during common planning and team meetings, teachers have identified that our students need additional vocabulary and writing support in order to be successful in meeting the more rigorous common core standards. PD has been facilitated to incorporate vocabulary and writing strategies.

#### **B. Key personnel and other resources used to implement each strategy/activity**

\*Key personnel used to do this will be our teacher leaders and administration. Administrators will schedule common planning within the schedules to facilitate teacher team meetings. Teachers will use two periods a week to plan and design coherent instruction (Danielson 1E) and modify common core units to meet the needs of our ELL population. Professional development for all teachers began in the summer of 2013. Once a month, lead and/or content area teachers attend citywide professional development in CMP3, Expeditionary Learning and Literacy in the Content Area for Grades 6-12. This is then turn-keyed to all teachers accordingly. This year ISLA is also an iZone school. Three teachers have been identified to pilot blended learning models in both the middle and high school. Professional development for iZone learning

platforms began in the summer of 2013. These teachers are attending ongoing PD throughout the 2013-2014 school year. All iZone courses are aligned to the Common Core. In the spring of 2014, all teachers will begin to receive PD on iZone resources (Discovery Education, NBC learn, Gale Educational resources, etc) to support them in implementing CCLS and to align tasks and activities to our school-wide focus and goals.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

\*Teachers utilize various baseline assessment data which includes NYSESLAT data, prior Regents results item analysis data, and school based assessment that encompass the specific needs of our students. Teacher teams participate common planning and inquiry team meeting scheduled into the school day. During common planning meetings, teachers plan and align units of study across the content areas so that are exposed to similar tasks, vocabulary and common core units across content areas. During Inquiry, they identify focus student groups, skills and strategies to address their needs.

Student complete performance assessment tasks after each common core unit of study. Teachers are able to monitor and track progress based on these performance tasks as well as with the unit assessments. 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.

**D. Timeline for implementation and completion including start and end dates**

1. Teachers in both the middle and high school will begin to implement the common core units in September and will continue to do so throughout the school year. Modification of curriculum to support our ELL population will be ongoing. In May of 2014, we will review our curriculum to make any necessary modifications needed for the 2014-2015 school year.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. The resources used will be: Expeditionary Learning (online resources in addition to curriculum materials), CMP3 curriculum ( also online resources), Engage NY, Vocabulary Strategies for ELL Students

**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).

\*To Increase parental involvement in student learning, 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 which includes students' grades, progress reports, test and quiz scores, attendance, interim assessment data, homework assignments and other resources and information.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>	<b>x</b>	<b>Title IIA</b>	<b>x</b>	<b>Title III</b>	<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #2**

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 2014, the new teacher evaluation system will be fully in place and all evaluations will be completed using the Danielson Frameworks and in accordance to individual teacher selections. In addition, ISLA will complete citywide mandates of providing three hours of monthly professional development to teachers in all of the domains and components in order to support them to achieve effective or highly effective teaching practices.

### **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.

In the 2012-2013 school year, we focused on *questioning and discussion* and *engaging students* (Components 3a and 3 b) in learning as a school. Teachers expressed that they wanted continued support in these areas. In addition, teachers have completed the online teacher self-assessment in ARIS to identify areas where they feel they need improvement in order to be effective or highly effective. Questioning and Discussion and Student Engagement in Learning continue to be areas where teachers identified themselves as DEVELOPING. Therefore we will continue to provide strategies in these components. Other areas identified in the ARIS teacher self-assessment are *managing students behavior* and *response to student misbehavior*.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Targeted professional development activities will be facilitated by administration, lead teachers and teachers. Professional development supporting best practices in Danielson began in the summer of 2013. These were attended by Administration and lead teachers. As administration conducts classroom observations, they continue to identify needed areas of support to teachers. In some cases, these are individual, one on one recommendation to teachers. Administration then follows up with individual teacher in future observations to ensure implementation of strategies and improvement in teacher practice. New teachers continue to receive individual mentoring once a week by a teacher mentor.

#### **B. Key personnel and other resources used to implement each strategy/activity**

Administration and Lead Teachers are key personnel used to implement activities to support teachers. In addition, Advance training and resources will be used by administration and teachers. ARIS Learn provided key learning modules for professional development and videos, websites and additional resources that teachers can use and have already been recommended to improve teacher practice. Both administration and teachers have attended central and CFN professional development and will continue to do so. Teacher that attend PD turnkey activities share strategies at staff meeting and PD sessions.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Progress and effectiveness is tracked on Advance. Teacher observations are entered in Advance and tracked by lead evaluators.

#### **D. Timeline for implementation and completion including start and end dates**

1. Implementation of the new teacher evaluation system and professional development to improve teacher practice began in June of 2013 and will be ongoing for the 2013-2014 school year.

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Resources to support TE PD will be Advance, central and CFN professional development, and ARIS learn.

### **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).

In September 2013, a letter was sent to families to introducing parents to the new teacher evaluation system. This letter outline what it means for students and how it will help ensure that students are college and career ready, and provided families with the *Advance* website and directions on how to access information for families. This was also shared with parents at the first Parents Association meeting at the beginning of the year.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

**Goal and Action Plan #3**

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 2014, we will provide workshops and/or training for parents and students together in order to improve opportunities for parents and increase parental involvement.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
As a community learning school, we conducted a survey during the month of October. The survey results were tallied and the parent's interests were obtained and programs designed to assist them. In addition to the survey results, with the help of our Resource Coordinator, we can determine the needs of our community. We can visit local businesses and work jointly with them to not only request their assistance but also to bring them business. In this way the community will help to support us in many ways.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
<p>*</p> <ol style="list-style-type: none"> <li>1) We would like to implement a health and nutrition class where students, parents and community members can join together in cooking classes. We can reach out to local businesses to supply food either donated or discounted. The idea is to have parent and children be more united and work together at becoming healthier by eating well which is much needed according to diabetes and heart disease data for this community.</li> <li>2) We will be 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: <ul style="list-style-type: none"> <li>▪ fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;</li> <li>▪ providing assistance to parents in understanding the common core learning standards (CCLS) and city and state assessments</li> <li>▪ sharing information about school and parent programs, meetings and other activities in a format and in a language(s) that parents can understand;</li> <li>▪ 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;</li> </ul> </li> </ol> <p>Our school community will conduct an annual evaluation of the content and effectiveness of this parent and student programs , both academic and enrichment, to improve the quality of our programs and to more effectively meet the needs of parents and students. This information will be maintained by the school.</p>

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, will be consulted on the proposed Title I Parent Involvement Policy.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Administration, CLS Resource Coordinator, parents (especially parent association members) and student interns that will be trained by Eastwise (FoodBank of New York). Mr. Villarini, teacher, has also been trained to support the students interns. Other students will be trained in providing the health lessons in the Spring.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

We can evaluate our progress and the program's effectiveness by asking parents to complete an end of year evaluation or reflection to see the impact of the program. Also, we will be starting a Food Pantry as part of the Community Learning Schools initiative.

**D. Timeline for implementation and completion including start and end dates**

Grant obtained in Spring of 2013. Resource Coordinator will be hired in January of 2014.  
Funding for the Community Learning School initiative will begin in January of 2014.  
Additional state funding requested (grant written) in September of 2013. This grant is for the next 3 years.  
Monthly Advisory Board meetings for ongoing planning and strengthening of current programs.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

The resource coordinator and parent coordinator will work together during the school day and afterschool to plan and facilitate parent workshop, afterschool activities and parent trainings. Monthly Advisory Board meeting and Community Learning School meetings are scheduled for evenings.

***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).

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:

- ESL classes for families to improve their communication skills
- Further training is being explored to help parents enhance their computer and technology skills.
- Teachers in the middle school will conduct one to one conferences with parents of level 1 and 2 students to discuss their progress and ways that they can support them at home. These conferences will be provided in Spanish, the dominant languages spoken by parents in our school.

- The school will host workshops to introduce parents to the Common Core Standards. For parents of high school students, a workshop will be conducted informing parents of the Regents requirements, and the upcoming changes in the Regents exam.
- 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.
- Parents will be trained on how to use Teacher Ease, our online grade reporting system.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>		<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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.

**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.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**  
1.

**B. Key personnel and other resources used to implement each strategy/activity**  
1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**  
1.

**D. Timeline for implementation and completion including start and end dates**  
1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**  
1.

**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).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

## Goal and Action Plan #5

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 #5**

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

### **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.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

#### **D. Timeline for implementation and completion including start and end dates**

1.

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

### **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).

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

### Academic Intervention Services (AIS)

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

**Description**

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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.)
<p><b>ELA</b></p>	<ul style="list-style-type: none"> <li>• Achieve 3000 as a Reading intervention program</li> </ul> <p>Differentiated instruction in all ELA classes</p>	<p>AIS in ELA is being implemented in several different ways:</p> <ul style="list-style-type: none"> <li>▪ 90 minutes block 5X per week</li> <li>▪ Tutoring groups for English Regents Prep</li> <li>▪ Leveled classes based on students' English Level, with a specific plan tailored to meet their unique needs.</li> </ul> <p>AIS in ESL is being implemented in several different ways:</p> <ul style="list-style-type: none"> <li>▪ Two 90 minute period per week (After School)</li> <li>▪ Differentiated instruction</li> <li>▪ Leveled classes based on students' English Level, with a specific plan tailored to meet their unique needs.</li> <li>▪ Team teaching with an additional teacher in the room.</li> </ul>	<p>Small group instruction during the school day and After School)</p> <p>Intervention during Saturday classes</p>
<p><b>Mathematics</b></p>	<p>Differentiated instruction</p>	<p>AIS in <b>math</b> is being implemented in several different ways:</p> <ul style="list-style-type: none"> <li>▪ One 90 minute periods</li> <li>▪ Differentiated instruction in all math classes</li> <li>▪ After-School small group tutoring</li> <li>▪ Leveled classes based on student math level, with a specific plan tailored to meet their unique needs.</li> </ul>	<p>Afterschool and Saturdays</p>

<b>Science</b>	Differentiated instruction After school tutoring, small group instruction	<ul style="list-style-type: none"> <li>▪ One 90 minute period per week Science classes/Regents prep (Saturday Academy)</li> </ul>	After school tutoring and homework help
<b>Social Studies</b>	Differentiated instruction Blended learning model (iZone classrooms)	<ul style="list-style-type: none"> <li>▪ Social Studies instruction during Saturday Academy/Regents prep</li> <li>▪ Blended learning model</li> <li>▪ After school programs and tutoring</li> </ul>	After school tutoring and homework help
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	At Risk and Crisis Counseling	<p>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. 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 on Saturdays to counsel students regarding credit accumulation and required coursework.</p> <p><b>The school psychologists will offer clinical services,</b> agency referrals, evaluations, <b>and</b> educational, social and personal services during the school day on and 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</p>	Homework help and tutoring in all content areas and for all students; Guidance counselor and after school programs are available to all at risk students

		<p>student performance and provide prescriptive measures that address student needs by suggesting additional student support services.</p> <p><b>Social Workers</b> provide counseling services to at risk students especially students in the targeted subgroups of SWD, LEP, Black, Hispanic 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</p>	
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**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

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

***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, implementing the 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. New teachers are assigned a mentor to help with instructional planning, behavior management strategies and more specifically, ESL strategies.***

***Several teachers have registered for 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). Teachers attend both DOE and CFN professional development opportunities on Danielson, the common core, literacy clinic and math clinics.***

**High Quality and Ongoing Professional Development**

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

The entire staff at the school participates in creating and refining the curriculum units they teach so that they own them. This professional activity supports their professional growth and ensures high quality professional development for all staff involved, administrators and teachers alike. This year's introduction of new math and ELA curricula offers new opportunities for staff to partake in these professional learning communities providing excellent high quality professional development for the entire school community.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

The school effectively utilizes all resources to serve the needs of all populations of students based on the intent and purpose of the funding source. With support from our Network budget liaisons ensure that all fiscal requirements are fully met.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

NA

**Measures to Include Teachers in Decisions Regarding Assessments**

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

Teacher teams fully participate in all decisions regarding the choice of appropriate multiple assessments measures and required professional development to meet the professional needs through surveys and participation in professional learning communities.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

## **Directions and Guidance for Developing and Updating the Parent Involvement Policy (PIP) (Required 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.

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### **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 1<sup>st</sup> 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**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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 1<sup>st</sup> 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  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>10</b>	Borough <b>Bronx</b>	School Number <b>342</b>
School Name <b>Interantional School or Liberal Arts</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Francicne Cruz</b>	Assistant Principal <b>Luisa Morales &amp; Frances Saez</b>
Coach <b>Nunzia Manginelli</b>	Coach <b>Lorna Balaguer</b>
ESL Teacher <b>Thomas Sojgren</b>	Guidance Counselor <b>Aracelis Reynoso</b>
Teacher/Subject Area <b>Jocelyn Reyes/ Social Studies</b>	Parent <b>Dayanara Rodriguez</b>
Teacher/Subject Area <b>Erasmus Sanchez/Math</b>	Parent Coordinator <b>Candida Cocco</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Margaret Struk</b>	Other <b>type here</b>

### 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 currently teaching in the ESL program.	<b>5</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>4</b>	Number of certified NLA/foreign language teachers	<b>4</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>552</b>	Total number of ELLs	<b>416</b>	ELLs as share of total student population (%)	<b>75.36%</b>
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## Part II: 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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)							4	2	2	3	3	3	4	21
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
SELECT ONE														0
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	4	2	2	3	3	3	4	21

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	416	Newcomers (ELLs receiving service 0-3 years)	264	ELL Students with Disabilities	26
SIFE	166	ELLs receiving service 4-6 years	106	Long-Term (completed 6+ years)	33

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	261	77		106	52		33	7		400
Dual Language										0
ESL										0
Total	261	77	0	106	52	0	33	7	0	400

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE							38	42	35	75	71	67	72	400
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>38</b>	<b>42</b>	<b>35</b>	<b>75</b>	<b>71</b>	<b>67</b>	<b>72</b>	<b>400</b>

\*EP=English proficient student

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	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)							18	22	15	38	22	32	25	172

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)							14	7	12	31	22	23	23	132
Advanced (A)							15	14	8	8	28	15	24	112
Total	0	0	0	0	0	0	47	43	35	77	72	70	72	416

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							5	6	7	6	8	14	10
	I							7	4	7	35	23	18	17
	A							12	16	11	12	13	15	9
	P							7	4	2	2	12	7	10
READING/ WRITING	B							7	5	6	28	23	8	8
	I							13	10	6	22	25	29	29
	A							11	13	11	4	10	5	5
	P							0	2	4	1	1	2	2

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	32	10	4	0	46
7	23	17	2	0	42
8	27	13	1	0	41
NYSAA Bilingual (SWD)					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	27	16	9	4	2	2	0	0	60
7	4	9	13	6	5	0	0	0	37
8	13	22	10	1	1	0	0	0	47
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	9	11	12	25	6	7	0	1	71
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	136		75	
Integrated Algebra	113	113	62	38
Geometry	30		23	
Algebra 2/Trigonometry	22		6	
Math				
Biology				
Chemistry	18		9	
Earth Science	19	23	11	3
Living Environment	55	74	33	53
Physics				
Global History and Geography	12	18	4	7
US History and Government	39	99	24	51
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)	47	67	57	55				
Chinese Reading Test								

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The assessments tools that our school uses to assess the early literacy skills of our ELL's are Baseline Assessments and Periodic Assessments. The data and results of these assessments provide the insight to place students correctly in Native language arts as well as ESL classes. This data help inform our school's instruction plan in the following way:

- Once we identify the students' needs we can target our instruction to individual needs.
- Teachers meet on daily basis to plan and support each other's by content and grade level.

Most of our students, if they come prepared from their native land, are able to pass 4-5 regents in order to graduate, including the ELA Regents.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Our data reveals that 75% of our population are ELL's and the remaining population are former ELL's which still receive services. In addition, 63% of the school population have been in the country for less than three years.

Our NYSESLAT results reveal that more emphasis needs to be placed in reading and writing. In response to this finding, all teachers will be evaluated on the results of the NYSESLAT (as listed in our MOSL) selection. Instruction in all content areas is focused on improving student performance on the NYSESLAT.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Professional development has been provided on the NYSESLAT so that teachers understand how the common core standards are addressed on the exam. There has been a shift in all content areas to different forms of informational texts. Teachers participate in common planning to plan interdisciplinary lessons that address the four modalities. Teachers also participate in inquiry teams to discuss student progress and intervention plans. Based on periodic assessments and teacher reflections strategies and organizers that help address the four modalities are shared, created and used school wide.

4. For each program, answer the following:

- a. 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?

a. Students are performing better when taking exams in their native language or having access to a copy of their exam in their native language.

b. The periodic assessments are used to drive instruction. Analysis is made to determine student needs and then teachers strategize how to address it in instruction then share it out with other teachers in inquiry.

c. From the periodic assessment, the school is learning to adjust instruction to be able to stop and reteach and address student's needs. The native language is used to scaffold and support content teachers including ELA and ESL. Native Language Arts is also used to strengthened students native language as studies show that if student continue to strengthened their native language as they acquire the new language they will more easily transfer those skills.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

NA

6. How do you make sure that a child's second language development is considered in instructional decisions?

We make sure that a child's second language development is considered in instructional decisions because our philosophy is that if the child is strong in their native language they will become stronger in the second language acquisition. We celebrate their culture, and embrace their artistic and diverse abilities.

7. 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?

NA

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Our students do extremely well on all the year end assessments, all the content area and ELA Exams.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
The International School for Liberal Arts (ISLA) adheres to the following procedures to identify those students who may be ELLs. Ms. Morales, or Ms. Saez, AP(both licensed bilingual pedagogues) conduct 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. The Assistant Principals (APs) Ms. Luisa Morales (High School AP) or Ms. Saez (Middle School AP) ensure that the form has been completed correctly and signed. They then interview the student and family. 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 then scheduled to attend a parent orientation meeting.

Ms. Morales facilitates the process of all the new admits on the LAB-R and the Spanish LAB-R. Either Ms. Manginelli or Ms. Storer, both bilingual pedagogues to administer the LAB-R to newly admitted students. Students are test using the LAB-R to determine their English language level. As of February 2014, the LAB-R will be replaced with the NYSITELL. The LAB-R and in February the NYSITELL determine whether the student is eligible for ELL services. Based on the results of the test, it also helps to determine the required time allocation of ELL services for middles school students and high school students.

Ms. Luisa Morales, Assistant Principal oversees all bilingual compliance and assessments. After it is determined in the intial interview conducted by the APs the the student's home language is other than English. She coordinates all bilingual orientation meeting with parents to inform them about the three bilingual programs available to English Language learners. During this meeting, parents view the bilingual orientation video, 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 choice for their child. Ms. Morales ensures that parents are well informed and are provided with all the support they need for their child to be successful. She then sends out notification letters informing parents of the students LAB, NYSESLAT results and placement.

We have structures in place 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 the student is 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 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. Once potential ELL are identified, studentets are adminitered the test, the parents are invited to the ELL orientation meeting and they are placed in a program within 10 day.

ISLA is a Transitional Bilingual School. If the parent selects a program that is not available at ISLA (i.e. Dual Language) the parent is given the information for any school that may have the desired program and a letter to return to the Enrollment Office to have their child placed in the desired program. It has been our experience that parents come to ISLA and all have decided that they want their children to remain here. No parent has opted for another program.

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.  
After the initial meeting with Ms. Morales, she provides the parent coordinator with a list of parents that do not attend the meeting. They are re-scheduled for another meeting as soon as possible within the 10 days. These meetings are conducted individually if necessary by a bilingual teacher and/or Ms. Morales. Ms. Cocco is also given a list of those parents that require the following 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 all required letters go out to parents. A copy of all these letters remain on file in Ms. Morales' office.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

The Parent Survey and Program Selections forms are provided to parents during the orientation meeting. 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. Three attempts are made to have parents complete the the have this orientation meeting. The last attempt can be over the phone if necessary. When a form is not returned after the three attempts, the student is placed by default in a bilingual transitional program.

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.

Ms. Storer and Ms. Manginelli, both bilingual teachers, administer the LAB-R and Spanish LAB exams to our newly admitted students. Students who score at or below proficiency level on the LAB-R become eligible for ELL services. In addition, these students are administered the New York State English as a Second Language Achievement Test (NYSESLAT) on a yearly basis to assess students progress, proficiency level and to determine their qualification for the continuation of ELL services. The administration decides on the appropriate placement of students based on the student's level of English proficiency. Parents are then on a yearly basis informed of the student's continued eligibility and placement.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

In the past, a large majority of our students take the NYSESLAT test in the spring of each year. Each year, a schedule is designed so that student that are required to take the exams complete each section (Speaking, Listening, Reading and Writing) on designated days and within the the testing dates as per the State of New York Requirements. In addition, we have make up dates to ensure that every student is assessed.

6. 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.) 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. 

After reviewing the Parent Survey and Program Selection forms for the past two years, all parents have requested Bilingual Transitional Program. ISLA is an international school which accepts recent arrivals from Spanish speaking countries. Most parents sent to our school by the Office of Enrollment come because parents have requested a school that provides such a program or because they are recent arrivals. The program model offered at our school is aligned with parents' requests.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

The International School for Liberal Arts, also referred to as ISLA, serves a population of approximately five hundred and fifty two students. Our English Language Learners (ELLs) consist of 416 students which is 75% of this population across grades 6-12. ISLA students come from 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 provides TBE classes 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 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.

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

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)?

The following instructional minutes reflects number of class periods that support our ELLs in instruction: Beginners receive 2 periods a day (96 mins) and 1 additional period a day (48 mins) will be implemented as a push-in ESL model to ensure the students are servicing mandated minutes for a total of 540 minutes. The intermediate students are receiving 2 periods a day (480 minutes); more than required. Advance students are receiving 1 period a day. This is also more than the required 180 minutes for advanced students. For each group of students, they are receiving more than the required number of minutes as per CR Part 154. In addition, all students have NLA one period a day. Some students also take AP Spanish or AP Spanish Literature.

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 foster language development and meet the demands of the Common Core Learning Standards.

The program model depends on the students level of proficiency. The content area of instruction is delivered in either Spanish or English. For example, a beginner whose English is covered by 540 minutes would receive all of the content area instruction mostly in Spanish using the Native Language Usage and Support model; 75/25 model. Intermediate students' instruction is balanced by the 50/50 model. Lastly, the advance students receive mostly their instruction in English with Native Language Support and/ either the AP Spanish Language or Literature.

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

We ensure that ELLs are appropriately evaluated in their native languages throughout the year because we give them Baseline Assessments as they enter the beginning of the year, we also take in consideration the students' participation in class and we can identify fairly quickly that their abilities are of high standards and we move them to a more advanced level, either the AP Spanish Language class or the AP Spanish Literature class. We also give them Periodic Assessments that give us another way to identify what all their strengths are.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year in several ways. For reading, we use an I-Ready baseline assessment and periodic assessments every six weeks. In addition, we use an Achieve 3000 level set computer program for a pre-assessment and a mid and post reading level test.

For writing, we use an I-Ready baseline assessment and periodic assessments every six weeks. Also, all students must complete four rigorous essays based on the Expeditionary Learning curriculum. One final form of evaluation is the New York City writing test.

For speaking and listening, all teachers have several projects throughout the year that students must orally present. Their peers must listen and they and the teacher grade the student presentations.

6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Newcomer ELLs (less than 3 years)

The recent arrivals students are supported through after school tutoring, and native language arts instruction, and Saturday Academy. Students are placed in small groups or one to one based on their needs. In addition, students have access to achieve 3000 a computer based reading program students are assessed and placed at their reading level in both English and Spanish.

The new comers are also greeted by their guidance counselor and bilingual coordinator in order for them to feel welcome and to teach them how to navigate in a new school system.

c. ELLs with 4-6 years

Based on our data ELLs that have been receiving services for 4 to 6 years instructional are struggling with the writing modality. The instructional focus is reading for informational text, writing, and speaking. Students work in collaborative groups where they are required to work in teams, discuss and present their work in class. In addition all ELLs that have received services for 4 to 6 years are tested in achieve 3000 to identify their reading level and their progress is monitor every six weeks.

d. Long-Term ELLs

Long term ELLs are closely monitored through periodic assessments. They attend after school programs. In addition, teacher's provide lunch and learn session to provide one to one academic intervention in the modality area the student needs the most support.

7. 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?

For ELLs and SWDs, the school adapted the SIOP Model (Sheltered Instruction Obsevation Model) to provide access to academic content and accelerate English language development. This model is used by both middle and high school across content and grade levels. The school believes that this model will increase student achievement, deliver and facilitate in the implementation of the Common Core standards, and prepare students to become college and career ready.

In the middle school, ELA classes, Expeditionary Learning was adapted to increase our ELLs and SWD's motivation and engagement through highlevel tasks. The materials and readings provide students with opportunity to develop their critical thinking and problem-solving skills. The use of case studies and projects are also emphasized thus giving the students a chance to make strong connection to the cognitive tasks and their experiences.

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

Most of our ELL-SWD are serviced in an ICT setting. Four students are in a self contained setting. Three of the four students are mainstreamed at least one period a day. Our goal is to have all ELL-SWD mainstreamed in the least restrictive environment (ICT setting) within one year. All students participate in Art, Advisory and Gym with their nondisabled peers.

**Courses Taught in Languages Other than English **

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

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

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

### 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


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

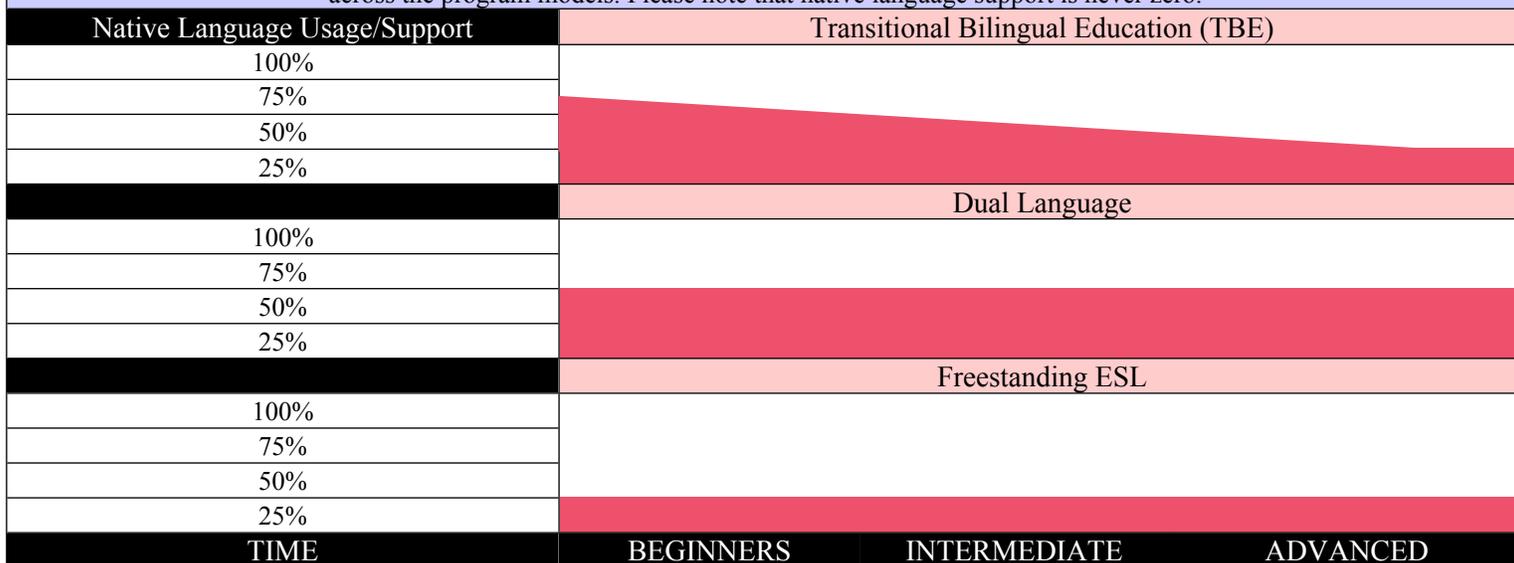
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

9. 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.

The targeted intervention programs for ELLs in ELA, Math and other content areas are small group afterschool intervention instruction in all subject areas, Saturday Academy, and Credit recovery online programs. We also provide the following :

- Homework help by a native language speaker
- Extended computer lab hours also with a bilingual teacher
- Guidance counselor is available for parental outreach and college application support

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The effectiveness of our current English and ESL program is meeting the needs of our ELLs in multiple ways. The Expeditionary Learning curriculum for English and ESL classes in the middle school is very rigorous, but all teachers scaffold their lessons for our ELLs. An emphasis is placed on vocabulary development first. Then, the complex texts are chunked into smaller pieces so that students are not overwhelmed with long readings. Instead of completing lessons in 45 minutes as is expected for monolingual students, we take additional time for our lessons. When students break into group work, lower level ELLs are grouped with a peer mentor.

11. What new programs or improvements will be considered for the upcoming school year?

None

12. What programs/services for ELLs will be discontinued and why?

None

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our student body is all ELL students and all program are opened to all students.

After school tutoring and homework help is open to everyone.

The College Now courses are open to intermediate and higher students.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

For English and ESL, we use the Expeditionary Learning curriculum in the middle school. There is a central text for each of the four modules and a separate workbook for each module too. In addition, we use a computer non fiction reading and writing program, Achieve 3000, once a week in class and daily for homework.

For social studies, we use DVDs with Spanish subtitles to introduce new topics. Then, we use data based questions to explore the topic. In addition, textbooks are used to supplement material that is not covered in the DBQs. At the end of each unit, essays are writing and then peer edited and graded.

For the High School, the following supports are in place:

- a. IZONE provides a platform for a variety of technology based resources. The content in these resources is available in English and Spanish. These resources include articles and videos. Videos and other visual resources through IZONE support English acquisition.
- b. Students have access to the use of laptops and the internet; in addition to a computer lab.
- c. Classrooms are equipped with libraries that include references such as dictionaries and thesauruses.
- d. Textbooks are available in both English and Spanish, in addition, to workbooks.
- e. Acheive3000
- f. Online Credit Recovery (APEX)
- g. ECHALK ; the school website allows for teachers to create a class page where students can access additional materials for support

In Mathematics, the middle school has adapted the Common Core aligned CMP3 (Connected Math Project 3) curriculum. The material is interactive and focuses on mathematical investigations. To support our ELLs, the program allows students to provide knowledge representations in the form of graphs, diagrams, and visuals and symbolic representations. Cooperative learning is emphasized thus providing them opportunity to develop their BICS and CALP. Further, this program provides diverse kinds of

assessments that inform teacher to plan instructions and parents to monitor heir student's progress. The CMP3 also supports our SWDs in terms of differentiated activities through varied procedural and computational techniques.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native Language Arts support is delivered in the program model TBE to function as a balance between the ESL and ELA Class. The students learn and are expected to apply all that they need to write and analyze in the native language class, once they learn how to do this, transferring it to the English or other subject area is an easier process. ( In the Native language arts class, students are writing critical lens essays, literary elements essay, argumentative essays etc.)

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Paste response to question here:

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

The activities that our school implements to assist newly enrolled ELL students before the beginning of the school year is an orientation in August, we have the parent coordination talk to the parents about the essentials that are needed to be successful and easily acclimated to our school. The activities for new ELLs who enroll throughout the school year also get an orientation, afterschool intervention, we also use a student buddy system to make students feel that they are welcome and become part of the school.

18. What language electives are offered to ELLs?

Paste response to question here:

19. For schools with dual language programs:

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

NA

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

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

- Aligning the New Core Curriculum to our Interdisciplinary Units of Study in both the High School & Middle School
- Making Content Comprehensible for English Language Learners: The SIOP Model--by Jana Echevarria, Mary Ellen Vogt, and Deborah J. Short

These resources, coupled with analyzing student work, will assist in developing master teachers. Thus, it will further develop an ambitious and dedicated learning community. During these meetings, teachers have the time to support each other and take the opportunity to look at students' work and subsequent assessments to guide their instruction. The focus of the groups is to improve students' literacy in their native language and at the same time improve their writing in the content areas of Social Studies and English Language Arts. In terms of data, teachers have been receiving ongoing training on ARIS. Each department, facilitated by the lead teacher, presents and supports the department to review and use data effectively to guide instruction and support student learning. The middle school and the high school both have a data specialist who support the lead teachers in analyzing data and help teachers interpret and use the data for effective instruction. Teachers will consider their content objective and language objective focused on students' needs to connect the content and help students realize meaningful connections that exist among the disciplines.

Records are maintained for our 7.5 hours of professional development by the Assistant Principal, Ms. Morales. Professional Development agendas, minutes, teacher sign in sheets, reflections/evaluations and any relevant handouts distributed during the PD are maintained in a binder. In addition, these items are also maintained for all of our common planning and inquiry sessions. The bilingual coordinator will maintain evidence of the 7.5 hours (10 hours for Special Education teachers) to ensure compliance with the mandate. Teacher that attend professional development sessions outside of the building (for example those provided by the OELL) must bring back any training documents. These are also maintained in the teachers' file and are often turnkeyed at full staff meetings.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

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 –We have in the past and will continue to offer workshops for parents which include some of the following:

The College Process; The Financial Aid Process; Talking to your Children; Gang Awareness and Recruitment; Understanding the Common Core; Teacher Ease (online student grading and management system) and CPR for Parents.

We offer an ESL class for parents that meets twice a week and a computer class for parents on Saturday.

ISLA partner with Bronx Community College and Monroe College to provide workshops for parents and students that are preparing for college. Teacher and Guidance counselors also participate in providing workshops for parents on the common core and computer classes to help them use the online grading and student management system, Teacher Ease.

This year, ISLA is now a Community Learning School (CLS). As a new CLS school, we have administered a parent survey along with student and teacher survey. With this survey, we specifically look to have parents provide us information on what services and programs they would like to have or would like us to improve on. We are eager to provide additional health and mental health services to parents and families. The results of the surveys will be available in January of 2014. At this time, we will create an Advisory Board, prioritize parents' preferences and either augment or begin additional workshops and services.

Parent-Association Meetings – These meeting are held monthly to inform parents of the educational programs, services, activities, etc. in the school. In some cases, we also combine workshops and parent activities (i.e. Celebrations honoring mothers and father and/or holiday events) . 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. Parents assist in coordinating special events inside the school and throughout the city of New York (ELL Parent Conference at the Javits Convention Center). This gives 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.

## E. 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 response to question here:

## Part VI: LAP Assurances

**School Name: ISLA****School DBN: 10x342**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Francine Cruz	Principal		11/15/2013
Luisa Morales	Assistant Principal		11/15/13
Candida Cocco	Parent Coordinator		11/15/13
Tom Sojgren	ESL Teacher		11/15/13
Dayanara Rodriguez	Parent		11/15/13
Jocelyn Reyes/ Social Studies	Teacher/Subject Area		11/15/13
Erasmus Sanchez/ Math	Teacher/Subject Area		11/15/2013
Nunzia Manginelli	Coach		11/15/13
Lorna Balaguer	Coach		11/15/13
	Guidance Counselor		11/15/13
Margaret Struck	Network Leader		11/15/13
	Other		11/15/13

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*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**

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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.

All students at ISLA complete blue emergency cards which indicate the home language. This is one way that the school is informed of their translation needs. ELL parents or newcomers are also administered the home language survey and have an informal interview to ensure that the school is aware of all translation and interpretation needs. In addition, parents are given the HLIS form which helps us to identify the home language. Along with the HLIS, when necessary we conduct an informal interview to ensure that all translation and interpretation needs are met. At ISLA, most of our parent are Spanish speaking. The parent coordinator works with teachers, the DOE and outside contractors, if necessary, to ensure that all parent translation needs are met.

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.

The majority of our parents speak Spanish and/or English. This is identified by the school via the Home Language survey and the blue emergency cards and is kept on file in the main office. In addition, parents that speak both languages are asked which is their language of preference. The parent coordinator (PC) reports to the school community that translation and interpretation is available in the languages spoken by school community by placing signage outside her office and in the main office. Parents are also made aware in the parent handbook that is distributed in our orientations, to all new incoming students and families, and in parent communications throughout the year. Many of our staff members are bilingual and are able to communicate with families. Office staff members speak Spanish.

## Part B: Strategies and Activities

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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.

All Spanish written translation is provided primarily by the parent coordinator who is our designation Language Access Coordinator. Ms. Cocco, the PC, is also a certified translator. Any letter that are sent to parents in Spanish must be reviewed first by the principal and the Spanish version by Ms. Cocco. For any language other than Spanish (which has not been necessary to date), we can contact the DOE, teachers and/or parent volunteers to assist in the translation of documents. Important documents have already been translated and maintain in file at the school to ensure consistency and that all families needs are met. Any written communication which is put forth by the DOE is available in different languages and can be printed out from the online DOE website.

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.

Two staff members, including our Pupil Accounting secretary are bilingual and speak fluent Spanish. Therefore, there is always someone available to assist families in our main office. Eighty five percent of our teachers are Bilingual and speak fluent Spanish. All administrative staff members (Principal and two Assistant Principals) speak both Spanish and English. The parent coordiantor is also always available for oral interpretation services. There is always someone that can provide oral interpretation at all time.

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>.

The school will assure that the Multilingual Welcome Poster is visible in a conspicuous location as well as the accompanying interpretation services signs.



## 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"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		

