

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

10X342

School Name:

INTERNATIONAL SCHOOL FOR LIBERAL ARTS

Principal:

FRANCINE CRUZ

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Secondary School Number (DBN): 10X342
School Type: International, Secondary Grades Served: 6-12
School Address: 2780 Reservoir Ave Bronx, NY 10468
Phone Number: (718)329-8570 Fax: (718)329-8572
School Contact Person: Francine Cruz Email Address: Fcruz32@schools.nyc.gov
Principal: Francine Cruz
UFT Chapter Leader: Johnny Infante Veloz
Parents' Association President: Milton Hiciano
SLT Chairperson: Johnny Infante Veloz
Student Representative(s): Gadiel Rodriguez, Elianny Castillo

District Information

District: 10 Superintendent: Elaine Lindsey
Superintendent's Office Address: 1 Fordham Plaza Room
Superintendent's Email Address: elindse@schools.nyc.gov
Phone Number: (718)741-5854 Fax: (718)741-7098

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Deborah Maldonado
Network Number: 551 Network Leader: Marge Struk

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Francine Cruz	*Principal or Designee	
Johnny Infante Veloz	*UFT Chapter Leader or Designee	
Milton Hiciano	*PA/PTA President or Designated Co-President	
Jamal Steele	DC 37 Representative, if applicable	
Gadiel Rodriguez, Elianny Castillo	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Aracelis Reynoso	Staff/Guidance Counselor	
Beatriz Szmurlo	Staff/Art Teacher	
Milagros Martinez	Staff/Dean	
Dayanara Rodriguez	Parent	
Luz Hernandez	Parent	
Miguel Almanzar	Parent	
Fiordaliza Escotto	Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

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

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- a) Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- b) School strengths, accomplishments, and challenges.
- c) The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The International School for Liberal Arts (ISLA) is located in the Kingsbridge section of the Bronx in Community School District 10. It is a 6-12 school that serves a predominantly Hispanic population. Of the 565 students attending ISLA, the vast majority are English Language Learners, whose native language is Spanish.

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

It is our vision, as a Community Learning School, to support our students academically and holistically. We will educate students, their families and our school community in order to develop successful, productive, multicultural citizens that are college and career ready; citizens that give back to society and their community.

We want to prepare students for college so they can create positive changes in their home and global communities. To achieve these ends we must ensure that our English language learners excel in their acquisition of the English language, and achieve in their academic subjects, at the same time, addressing our school wide focus on writing.

Our challenge as a community of ELLs is to prepare students for the academic work required to graduate, prepare them for college and beyond, while at the same time support them in acquiring a new language. Some students also come to us with interrupted formal education, which requires additional support services in achieving grade level literacy levels in their own native language.

We offer students a transitional bilingual program, which means that students can have language arts and content area instruction in their native language and English as a Second Language based on their English proficiency level (determined by NYSESLAT or NYSITELL). As students develop English proficiency, instruction in English increases and native language instruction decreases.

Our school supports teacher professional growth through collaboration in teacher teams, common planning, and teacher mentoring. Teachers are provided common preparation time (team meetings) for effective interdisciplinary curriculum planning, student academic intervention planning, parent conferences, embedded professional development options and a host of other vital professional work on a weekly basis. The grade level teams and departments all focus on addressing writing across the curriculum.

ISLA is a Community Learning School, and as such we have a unique partnership with Montefiore Hospital, together providing a full complement of educational, medical, social, mental-health facility. In addition, we have expanded our services and programs to parents. We now offer ESL, Financial Literacy, Ten Network (social services support), Parent Workshops, etc. It is our aim to continue to provide necessary programs and services to assist in making education and achievement a success for not only our students, but also their families.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

An analysis of our student performance data on the 2014 end of year NYC Performance Assessment, we found that our students improved greatly on this assessment. Even though students made almost 148% gains, when we analyzed the data, we found that the least gains were made in textual analysis and in supporting a counterclaim. In addition to these findings, based on the 2013-2014 School Quality report, we need to develop curricula and academic tasks to include more rigorous CCLS aligned units and lessons to consistently challenge and engage all students.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal 1:

In the 2014-2015 School year, we will continue to review and refine our curriculum to ensure rigor and alignment to the common core learning standards with a focus on the school wide instructional focus of writing and emphasis on textual analysis and using textual evidence to support our claims and counterclaims across the four major content areas (ELA, Math, Science and Social Studies). By the end of the year, students will move up at least 1 level in 5 out of the 6 traits on the NYC Performance Assessment writing rubric.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Teacher worked collaboratively to design their curriculum maps and ensure alignment to common core learning standards, and to the school wide focus of writing. Teachers also worked on interdisciplinary units to support other content areas.	All teachers	June of 2014	Administration, Lead Teachers
During common planning, teachers continually plan to align their curriculum, introduce various topics, utilize strategies to support our ELLs and SWD and the instructional focus, and ensure rigor and	All teachers	Year long	Lead teachers, Master teachers, administration,

engagement (QFT, SIOP, guided writing practice, etc.)			team leads
A course syllabus is developed by teachers and is sent to parents in order to share the course goals and expectation for the major content areas. In addition, we had a curriculum night where parents are invited to meet teachers and learn more about the classes their child is taking.	All teachers	Per semester	Administration
Within our professional development, all staff members discussed our data from previous year and our shared our school wide instructional goal of improving student outcome in writing in order to prepare students for college and beyond. In addition, all teachers share the common goal of having students work on academic goals, college and career readiness (Career Cruising) and keeping parents informed of student progress.	All staff	Year round	Lead teacher, team leaders, Master teacher, administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Our instructional resources include the following: common core aligned text and materials (Pearson, CMP3, National Geographic Edge, etc.) online resources (NBC Learn, Gale Educational resources, Engage NY, Castle Learning, Discovery, Britannica and School Net). In addition, we will utilize our mentors, model teacher and master teachers to support our staff. We embed in teacher’s schedule common planning time for teachers to collaborate and plan lessons. Essential to the functioning of this school goal we must have a shared vision and belief in collaboration in order to improve our practice and improve student achievement.

Part 5 – Budget and Resource Alignment

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

	Tax Levy	X	Title I Basic		Title IIA	X	Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

In order to track student progress on their writing, we administered a baseline assessment (NYC Performance Assessment) and will administer periodic assessments and an end of year (EOY) assessment. Our mid-point progress monitoring will be administered at the end of January. We expect that 70% of our students will make gains on 3 of the 6 traits of the writing rubric.

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In looking at the School Quality Snapshot, according to our last environment survey, students feel safe in the school, teachers would recommend the school to parents and students feel that other students treat them with respect. We would like to continue to incorporate strategies to empower students to become leaders in the school community and promote community involvement and personal growth.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal #2:

Throughout 2014-2015 school year, we will refine programs to ensure a safe and supportive learning environment and maintain a culture for learning where students feel supported by teachers, staff and each other, as measured by at least 90% of students indicating that they feel safe and supported in school based on the school environment survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 			
<p>Student Council- Students have elected class representative that can meet with the Principal and Assistant Principals to share their concerns and suggestions. We want students to have a voice and take part of the decision making process. The high school representatives attend the Campus Council and discuss campus wide concerns. In addition, two students are part of our School Leadership Team. Topics that are relevant to all students are discussed in grade assemblies.</p>	<p>Middle and High school Students</p>	<p>September- June</p>	<p>Administrators, Guidance Counselors, and teachers</p>

<p>Community Service- Our students engage in community service projects. Understanding and servicing your community promotes personal growth, builds empathy and self-esteem.</p>	<p>Students, Volunteer staff, Guidance Counselors (GCs), and Resource Coordinator,</p>	<p>September to June</p>	<p>Volunteer staff members, GCs, resource Coordinator, administration</p>
<p>Advisory, Guidance Counseling and Mentoring- These programs help create a supportive school culture and strengthen the connection between adults and students in the school. The Montefiore Clinic can also provide support for students and their parent(s) if needed. This year, all of our students in the middle and high school will use Career Cruising to engage in career exploration.</p>	<p>Guidance Counselors, teachers, support staff and clinic staff</p>	<p>Year long</p>	<p>Administration</p>
<p>Achievement Awards- Throughout the year, students will be recognized for their academic achievement and perfect or improved attendance. Twice a year, we will have awards presentations for students where parents are invited. This year, we will have an National Honor Society Induction Ceremony in the spring of 2015.</p>	<p>Students, parents,</p>	<p>September to June</p>	<p>Teachers, GCs, Administrators</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Both staff members and students are needed to participate in the above action plan. Students are invited to be a part of various community service projects throughout the year. Through our collaboration with Food Bank of NY, we will have various food distributions. Most of these projects are done afterschool or on weekends. Student Council and Campus Council meet once a month. The information is then also shared with at grade level assemblies during the once a month assemblies. These are scheduled during the school day. Achievement and attendance awards will be presented twice a year in evening ceremonies. Instructional resources for counseling or advisory are also necessary so that GCs and teachers can implement a successful advisory program.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

As part of a cycle of continuous improvement, both teachers and students will take a brief surveys after the first semester (late January). Activities throughout the year, such as student reflections and their

answer to questions which will provide us with a gauge to determine if they feel safe in school and provide information to help design ongoing support activities (trust building, community building , etc.) to address students' needs. By midyear, we expect that at least 70% of students will indicate that they feel safe and supported in school.

Part 6b. Complete in February 2015.

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the 2013-2014 School Quality Report, we are well developed when it comes to teacher collaboration. However, we will continue to refine the focus of our collaboration in order to address the recommendations to curricula aligned assessment practice to inform our instruction in our PLCs.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal 3:

By June 2015, all teachers will continue to engage in collaborative professional learning to analyze, monitor, and refine best practices with a focus on curricula aligned assessment to support student growth as measured by 25% increase in the NYC Performance Assessments scores (from baseline to end-of year).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust 			
<p>Utilize the research-based instructional strategies/ protocols in their professional practice.</p> <ol style="list-style-type: none"> a) Danielson Frameworks PD to enhancing teaching practice b) Professional Learning Communities (PLC) Protocols <ul style="list-style-type: none"> • <i>Looking at students data</i> • <i>Looking at students work</i> • <i>Protocol for peer observation and debriefing</i> 	Grade Level Teams Department Teams Inquiry Teams	Year long	Teachers Team Leaders/Facilitators Supervisors

Schedule a common planning day for teachers to continuously revise curriculum and lessons to address students current academic needs	Department Teams	Year long	Teachers, lead teachers, master and model teachers, administrators
Conduct school wide/department inter-visitation to share/ improve instructional practices	Department Teams	Year long	Teacher Leaders, Master and Model teachers, Team Leaders Supervisors
Conduct regular inquiry team meetings to plan, identify, and implement teaching and learning strategies to meet the needs of the target-population	Inquiry Teams	Year long	Facilitator Members

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Currently our schedules incorporate the PLC times scheduled for teachers. All teachers are involved in meeting in teacher teams. Therefore the human resources include our entire teaching staff. Some technological resources that we utilize to enhance our collaboration include Teacher Ease, ARIS, and Advance. Teacher Ease is our online grading and reporting system that allows teachers to submit grades and anecdotal information. All teachers and administrators have access to it and it allows for ease in following up on students and viewing relevant information regarding student progress.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

Students will take a midyear assessment and an end of year performance assessment to monitor progress and growth. In addition, teachers will take a mid-year survey to reflect on their collaboration and quality of assessments focused on Danielson 3d in order to provide feedback for professional learning.

Part 6b. Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

According to the 2012-2013 School Quality Review report, the recommendations are to deepen the level of pedagogical practices so that lessons and tasks consistently require all learners to think critically by extending opportunities for all students to learn and achieve at high levels.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal 4:

By June of 2015, 80% of teachers will be rated effective or highly effective using the Danielson Framework for Teacher Effectiveness. ISLA will integrate the school wide instructional focus to the eight focus components to attain professional growth for all teachers.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Professional Development for teachers to support the components identified through the observations and feedback cycle. Primarily, components 3 b, 3 c and 3 d are components that teachers required additional support.	Teachers	Ongoing	Administration
Targeted professional development activities will be facilitated by administration, lead teachers and teachers. New teachers continue to receive individual mentoring, once a week, by a teacher mentor.	Teachers	September-June	Administration, lead teachers and teachers
Advance training and resources will be used by administration and teachers. ARIS Learn provided key	All teachers	Year round	Administration, Lead teachers,

learning modules for professional development and videos, websites and additional resources that teachers can use and will be recommended to improve teacher practice. Administration and teachers to attend central and CFN professional development.			Master teacher, model teacher
Master and Model teacher program to provide targeted support to new and identified teachers.	Master and Model Teacher	Year long	Administration,

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Professional Development via network, professional book for teacher development on student engagement, monthly adjustment of schedule for school-wide professional development, teacher coverages for high school and middle school intervisitations.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
N/A									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 30. Specify a timeframe for mid-point progress monitoring activities.				
Teachers will take a midyear survey in late January (end of the semester) to assess the progress of meeting the specified goal. In addition, students will be asked to complete a brief survey about instructional engagement to determine the level of engagement.				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As a community learning school, we conducted a survey during the month of October 2013. The survey results were tallied and the parents’ interests were obtained and programs designed to assist them. In addition to the survey results, with the help of our Resource Coordinator, we have determined the needs of our community and therefore can continue to provide services aligned to our community’s needs.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal 5:

The school will focus on increasing parental involvement and engagement. By June of 2015, parental participation rates will increase by 10 % as evidenced by the number of parents attending workshops, trainings and meetings.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
We will provide parents with the training, information, and resources needed to be effectively involved in the education of their children by sharing information about school services, activities and parent programs, It will be offered in the parent’s home language, Spanish.	Parents, Teachers	September-June	Resource Coordinator, Parent Coordinator, Guidance Counselors
We will foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress through Teacher Ease,	Parents, Teachers	September to June	Administration, teachers, Guidance Counselors

parent meetings and individual conferences.			
Parent-Teacher Conferences, Curriculum Night, Workshops for parents to understanding the Common Core Learning Standards (CCLS) and New York City and State assessments.	Parents, teachers	September to June	Administration, teachers, Guidance Counselors

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Budget to enable teachers to provide workshops for parents. In addition our resource coordinator, parent coordinator and community coordinator will support us with home and community outreach. The resource coordinator will obtain outside agencies to support parent engagement and provide services.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

We will monitor our parent participation in parent events, activities and workshops to determine the level of participation and to adjust strategies as needed to ensure increased participation through attendance.

Part 6b. Complete in **February 2015**.

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Previous year's ELA scores and/or NYSESLAT scores.	AIS in ELA/ESL is being implemented in the following ways: <ul style="list-style-type: none"> ▪ Small group tutoring groups for English and ESL during Lunch and Learn. ▪ Leveled classes ▪ Team teaching ▪ Small group pull out intervention 	Small group instruction during the school day; Homework help	During the school day and afterschool
Mathematics	Previous year's math state exam scores	AIS in math is being implemented in after-school small group tutoring	After school tutoring Lunch and Learn- Small group instruction during the school day; Homework help	During the school day and afterschool
Science	Differentiated instruction After school tutoring, small group instruction	<ul style="list-style-type: none"> ▪ Science Tutoring ▪ Small group instruction on 	After school tutoring Lunch and Learn- Small group instruction during the school day; Homework help	Afterschool and Saturdays
Social Studies	Differentiated instruction	<ul style="list-style-type: none"> ▪ Social Studies instruction- Saturday Academy/ Regents Prep ▪ Blended learning ▪ After school programs and tutoring 	Small group instruction, tutoring. Homework help	After school and Saturdays

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referral from Guidance Counselor and/or teacher	One on one or small group counseling and crisis counseling during the school day, agency referrals, evaluations,	Small group and one to one counseling	During the school day

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Teachers are supported with professional development 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 Looking at Student Work Protocols.

Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers. Careful recruitment of new teachers requires that they possess the appropriate license certification with a bilingual extension in their content areas. Mentors are assigned to support struggling and/or under-qualified teachers. New teachers are assigned a mentor to help with instructional planning, behavior management strategies and more specifically, ESL strategies. Teachers are encouraged and recommended to complete a bilingual extension and/or TESOL certification to better serve our students population of ELLs.

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 Learning Standards, Literacy, Math, and Social Studies.

2b. 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).

All teachers participate in creating and refining the curriculum units they teach. This professional activity supports their professional growth and ensures high quality teaching. Lead teachers, master and model teachers participate in citywide and CFN professional development in Math, Social Studies and ELA which is then shared with the entire staff. During common planning, teachers again continue to refine the curriculum to ensure CCLS alignment and rigor.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	501,583.00	X	9, 11,14, 16
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			

Title II, Part A	Federal			
Title III, Part A	Federal	49,016.00	X	9, 14, 16, 18
Title III, Immigrant	Federal	1,464.00	X	9, 14, 16, 18
Tax Levy (FSF)	Local	3,568,698.00	X	11, 14, 16, 18

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **International School for Liberal Arts**, 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

International School for Liberal Arts will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 10	Borough Bronx	School Number 342
School Name Interantional School or Liberal Arts		

B. Language Allocation Policy Team Composition [i](#) 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 Francicne Cruz	Assistant Principal Luisa Morales & Frances Saez
Coach Nunzia Manginelli	Coach Lorna Balaguer
ESL Teacher Thomas Sojgren	Guidance Counselor Aracelis Reynoso
Teacher/Subject Area Jocelyn Reyes/ Social Studies	Parent Dayanara Rodriguez
Teacher/Subject Area Erasmus Sanchez/Math	Parent Coordinator Candida Cocco
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Margaret Struk	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	261	77		106	52		33	7		400
Dual Language										0
ESL										0

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	261	77	0	106	52	0	33	7	0	400
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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
TOTAL	0	0	0	0	0	0	38	42	35	75	71	67	72	400

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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
TOTAL	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
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/	B							5	6	7	6	8	14	10

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:

- 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 [AMAQO 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:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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 strenghtened students native language as studies show that if student continue to strenghtened 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:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

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.

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 initial 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, studenets 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 Langauge) 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 reamin here. No parent has opted for naother 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 differntiated 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 intermedite 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 Observation 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 maintreamed 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		

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

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

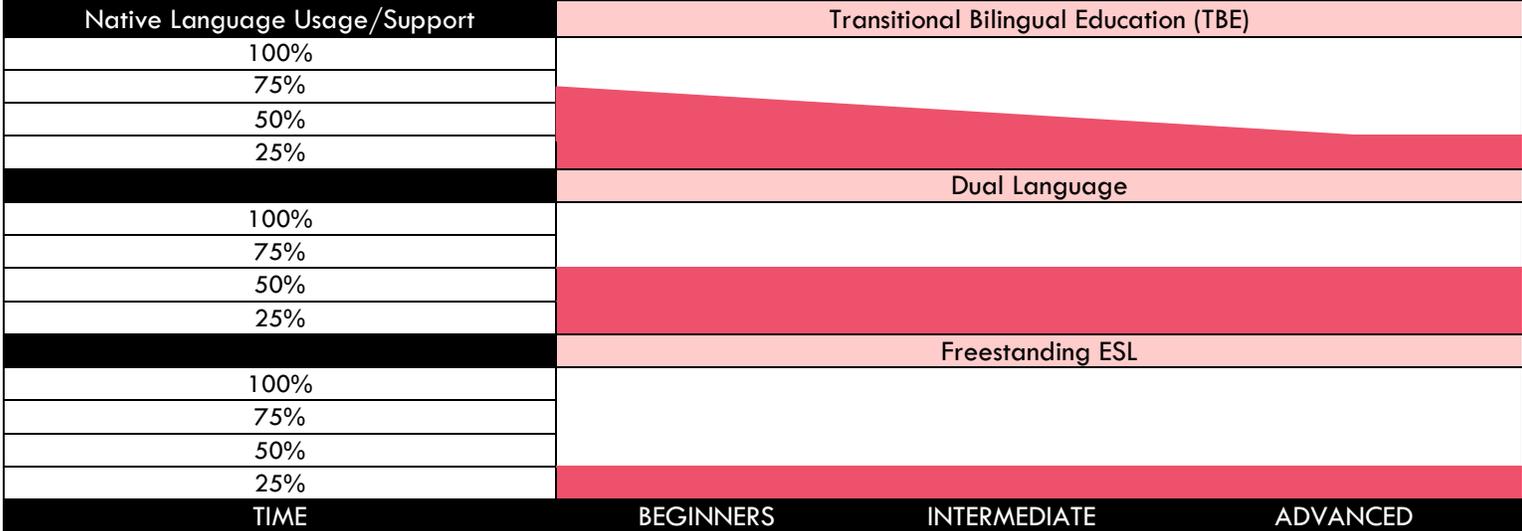
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - 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

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

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 coordinator 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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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
Total # of ELLs to be served: 240
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 6
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here:

At ISLA, our goal is to prepare students for college so they can create a positive change in their home and global communities. To achieve this, we must ensure that our English language learners excel in their acquisition of English, are prepared for state exams, and achieve in their academic subjects areas. Title III funds play a critical role in our learners successfully achieving their educational goals. In the past we have implemented programs to give students the opportunity for additional instructional time to acquire English, and in content areas (for the high school) in small group settings. Students will have classes in the courses where they need additional support. Instruction is provided by licensed ESL or bilingual teachers in each of the content areas. These funds are used as After-School, Saturday, or vacation academy programs for ELL students.

Our Afterschool Program and Saturday Academy will primarily be focused on students that need additional academic support in all grades from 6-12. The goal is for our ELL students to reach language proficiency and become successful in college and career. The target population is our ELL students from grades 6-12 that need additional support. In the middle school, the afterschool program, Saturday Academy and Vacation Academies would focus on students with a level 1 and 2 on the ELA and Math exams results from last year. For both the middle and high school, all of our newcomers would also benefit from additional ESL instruction. In addition to language enrichment, students will get additional content area instruction. Below is a description of all programs funded with Title III.

The afterschool program for Middle School would begin on January 5 and will end on April 9th, just prior to the middle school state math exam. The afterschool program for the Middle school will begin on January 5, 2015 and end April 9, 2015 for 50 sessions from 2:46-4:16 PM. Instruction is provided by licensed ESL or bilingual teachers in each of the content areas. There is a total of 60 students. There will be 2 classes with 15, grade 6 students each for Monday and Wednesday. They will have 45 minutes of ESL/ELA and then rotate and receive 45 minutes of Math in order to get academic support in both content areas. On Tuesday and Thursday there will be 2 classes with 15, 8 grade students each. These students will switch after 45 minutes in order to get academic support in both content areas. In the middle school, the afterschool program would focus on students with a level 1 and 2 on the ELA and Math exams results from last year. All of our newcomers would also benefit from additional ESL

Part B: Direct Instruction Supplemental Program Information

instruction. In addition to language enrichment, students will get additional content area instruction.

The Saturday Academy for Middle school students will begin January 10 end on April 4 for 10 sessions from 9:00-12 Noon . There will be 20 students per grade (6th, 7th and 8th), for a total of 60 students. The 3 teachers will be ELA/ ESL and BL certified in Content Area. The students will rotate to be able to receive one hour of each subject offered. The Saturday program would focus on students with a level 1 and 2 on the ELA and Math exams results from last year. All of our newcomers would also benefit from additional ESL instruction. In addition to language enrichment, students will get additional content area instruction.

Saturday Academy (second session) will have approximately 30 students for an additional 6 sessions of instruction (from May 29th to June 11th) of supplementary instruction and support for the Science exam. Only ESL or BL Teachers will be required for these additional six sessions.

Vacation Academy (Spring Break) from April 6th to April 9th, 2015, 9 AM -12 Noon. We would like to offer Spring Break Academy for the middle school students that required additional support in preparation for the exams. During these 4 days, there will be 2 teachers (1 Math BL, and 1 ELA/ESL) providing 40 students (20 in each group) with intensive supplementary instruction and support for the ELA and the Math state exams.

High School Afterschool Program:

Students will have classes in the courses where they need additional support. Instruction is provided by 4 licensed ESL or bilingual teachers in each of the content areas. They would have an afterschool program for 60 minutes, four days a week (3:00-4:00 PM). The program will be offered 4 days a week. Form January to June for 55 sessions. There will be four groups each day with 30 students each for students in grades 9-12. Students will be able to participate in an ELA/ESL, Science, Math and Social Studies in a supplementary instructional program to support them in these content areas. This program will support students meet the CCSS and prepare them in meeting all graduation requirements. The focus will be in literacy and writing in all content areas. This is an extension of their instructional day program.

Monday through Thursday from 3:00-4:00 PM

ELA- 30 students

Math- 30 students

Social Studies- 30 students

Science- 30 students

Saturday Academy High School

Students will have classes in the courses where they need additional support. Instruction is provided by 4 licensed ESL or bilingual teachers in each of the content areas. They would have an Saturday Academy for 3 hours (9:00-12Noon), for 10 sessions. The program will be offered 4 sessions in January and 6

Part B: Direct Instruction Supplemental Program Information

sessions from May to June. There will be 4 groups of 30 students each in grades 9-12. Students will be able to participate in an ELA/ESL, Science, Math and Social Studies in a supplementary instructional program to support them in these content areas. Students will rotate every 45 minutes to be able to participate in all content areas being offered. This program will support students meet the CCSS and prepare them for the mandated assessments. The focus will be in literacy and writing in all content areas. This is an extension of their instructional day program.

There will be 1 supervisor for both programs to ensure the safety of the students and staff. The supervisor will only be

paid 1 hour for 16 weeks with Title III funds.

Supplemental materials for reading, writing and ESL, paper: Read This! Writers at Work (Cambridge University Press)

NYSESLAT Prep (Attanassio and Sons)

Classroom supplies for students (notebooks, folders, pens and pencils)

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:

Our professional development for teachers is year round and will be aligned to the citywide instructional expectations: Knowledge of Students, Instructional Focus and Collaborative Professional Learning.

ISLA staff will meet on a daily basis for either lesson planning, curriculum development, and professional development workshops to support and share best practices. In order to enhance our knowledge of students, teachers will participate in the inquiry process, looking at student work and looking at student data. Teachers will use data, both quantitative and qualitative, as a means to assess entry levels and ongoing progress monitoring. Once a month, a professional development session will be conducted for all pedagogues to reflect on students' needs.

Our afterschool programs will target our instructional focus of writing. English Language Learners need additional support to pass their Regents exams. Teachers will continue to focus on meeting common

Part C: Professional Development

core standards. We will also have students continue to work on argumentative essay with a particular focus on developing a counterclaim and using textual evidence to defend their claims.

In order to support the Title III 6 teachers in implementing best practices for ELL students, we will have a minimum of 10 hours of SIOP professional development on SIOP. Title 3 teachers will remain once a week for 2 hours. Our CFN ELL Specialist will be available to provide professional development, along with administration. Throughout the school year, teachers will attend professional development with the DELLSS.

The following topics will be covered in full staff PDs which take place once a month (96 minutes):

September and October- SIOP Strategies for ELLs/Writing CCLS aligned language and content objectives

November 4th-Career Cruising/Technology Resources, Ms. Reyes and Ms. Centeno (facilitators)

December 1, 2014-Questioning and Discussion Techniques, Ms. Cruz, Ms. Saez and ms. Morales

January 5, 2015-ELLs and the Brian, Ms. Meade and Ms. Cruz

February 2, 2015-Questioning and Discussion Strategies, Ms. Cruz, Ms. Saez and Ms. Morales

March 2, 2015-Assessment for Instruction, Ms. Manginelli and Ms. Balaguer

April 6, 2015-Student Engagement Strategies for ELLs, Ms. Saez and Ms. Morales

May 4, 2015-Collaborative Strategic Reading (CSR): Research Based Approach to Reading Comprehension, Ms. Cruz, Ms. Saez, and Ms. Morales

Professional development and supplemental resources will provide methodologies to assist our students in reading, writing and supporting English acquisition. ISLA has master and model teachers to provide teachers with support in implementing the strategies: modeling best practices, intervisitations, writing curriculum, lesson planning, and analyzing student's data.

Some of the supplemental books to be used are the following: NYSESLAT preparation books, Read This and Writers at Work. During our team meetings, teachers have the time to plan collaboratively, and look at students' work to guide their instruction. This is also part of our professional learning activities (PLC). 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. Using the SIOP model teachers will create content and language objective focused on students' needs to help students realize meaningful connections that exist among the disciplines.

Part D: Parental Engagement Activities

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 their parents. Parents are not only encouraged to participate in school activities and events. Likewise, we would like to support our families in furthering their education and assisting their kids in the college and career process. For this reason we would like to offer the following:

Workshops for Parents – We will continue to provide Navigating the College Process, Financial Aid Workshops, and Transitioning your Children to College and Career. and ESL instruction for ELL parents. These workshops will be provided by ISLA community and staff members. Some of the workshops will educate parents on what their kids are currently learning in school. For example, we will provide Teacher Ease workshops (our online grading system).

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. In the past, we have offered English classes two days a week for 2 hours each day. This year, as per parent request, we would like to add a Saturday morning class. Many students come to Saturday morning classes, so they can come with their parents.

Our parent computer classes are also held on Saturday mornings. We will continue these computer classes. These classes not only teach parents how to navigate the Teacher Ease and islaschool.org website, they also give parents the opportunity to learn how to check for assignments on individual class pages.

Below are the scheduled activities and times:

Parent Workshops will be on the below days All workshops are conducted in the evening from 5:30-7:30 PM.

October 16th- Transition to College, Presenter Ms. Susana Rivera, BCC

November 20th-Navigating Teacher Ease, Ms. Reyes (Done on Wednesday this month due to Parent Teacher Conferences).

Part D: Parental Engagement Activities

December 18th- Financial Aid Workshop, Mr. Oscar Vasquez-Berkley College

January 15th-Helping you children with State Exams- Ms. Reyes and Ms. Centeno

February 11th-Financial Aid Workshop/College Admission Process, Ms Pauline Jennett, Boston College

March 11th-Topic: Cultural Sensitivity, Presenter, Ms. Martinez, School Dean and Ms. Pena, Guidance Counselor

April 29th (pushed to last Wed of the month due to State ELA and Math Exams)-Supporting your children with State Exams,

Adult ESL Classes will be every Monday and Wednesday beginning January 12 through May 27th. Title III Funds will not be used to pay for ESL classes.

Title 3 funds will be used to offer a Citizneship Class for 30 parents for a total of 20 hours, on 5 Saturdays form 9-1 PM. The class will be given y an ESL or BL certified teacher. The program will be offered in May - June, dates to be determined.

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 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: \$49016

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development 	_____	_____

Part E: Budget

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

Allocation Amount: \$49016

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		s
TOTAL	\$49,016	