2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): 10X342
School Name: INTERNATIONAL SCHOOL FOR LIBERAL ARTS
Principal: FRANCINE CRUZ
School Comprehensive Educational Plan (SCEP) Outline

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### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>International School for Liberal Arts</th>
<th>School Number (DBN):</th>
<th>10X342</th>
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<tbody>
<tr>
<td>BEDS Code:</td>
<td></td>
<td>32100011342</td>
<td></td>
</tr>
<tr>
<td>Grades Served:</td>
<td></td>
<td>6-12</td>
<td></td>
</tr>
<tr>
<td>School Address:</td>
<td></td>
<td>2780 reservoir Ave Bronx NY 10468</td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td></td>
<td>7183298570</td>
<td>7183298572</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td></td>
<td>Francine Cruz</td>
<td><a href="mailto:fcruz32@schools.nyc.gov">fcruz32@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td></td>
<td>Francine Cruz</td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td></td>
<td>Johnny VeloInfante</td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td></td>
<td>Rosa Urena</td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td></td>
<td>Beatriz Szmuro</td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td></td>
<td>Katherine Rodriguez</td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td></td>
<td>Maria Narvaez</td>
<td></td>
</tr>
<tr>
<td>CBO Representative:</td>
<td></td>
<td>NA</td>
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### District Information

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<thead>
<tr>
<th>Geographical District:</th>
<th>10</th>
<th>Superintendent:</th>
<th>Carron Staple</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td></td>
<td>1 Fordham Plaza Bronx NY</td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:cstaple@schools.nyc.gov">cstaple@schools.nyc.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>(718) 741-3157</td>
<td>Fax:</td>
<td>(718) 741-7098</td>
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</tbody>
</table>

### Field Support Center (FSC)
FSC: Bronx  
Executive Director: Jose Ruiz  

Executive Director’s Office Address:  
1230 Zerega Avenue, Bronx, NY 10462/One Fordham Plaza, Bronx, NY 10458  

Executive Director’s Email Address:  
jruiz2@schools.nyc.gov  

Phone Number: 718-828-7776/(718) 741-8895  
Fax: (718) 828-6280
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 School Comprehensive Educational Plan (SCEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the SCEP, not approval.
4. 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Francine Cruz</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Johnny Veloz Infante</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Rosa Urena</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Ana Albizu</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Katherine Rodriguez</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Brian Nunez</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Maria Narvaez</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Aracelis Reynoso</td>
<td>Guidance Counselor</td>
<td></td>
</tr>
<tr>
<td>Beatriz Szurlo</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Jasmine Santos</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Maria Nunez</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Jasmine Santos</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>Member/NA</td>
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<tr>
<td>NA</td>
<td>Member/NA</td>
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</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is 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.

The process of developing and implementing the SCEP is aligned to the Framework for Great Schools. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department has established programs to strengthen ties between schools and communities, and is giving teachers and students supports to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a report, entitled Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students.

The Framework for Great Schools and SCEP Development

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

Based on robust research, the six elements of the Framework identify the areas that we must improve to increase student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

**The Six Elements of the Framework for Great Schools**

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong></td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong></td>
<td>School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong></td>
<td>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 administrators value each other.</td>
</tr>
</tbody>
</table>

**Accountability Tools and the Framework for Great Schools**

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Rubric, School Quality Guide and other quantitative and qualitative data tools.

**NYSED’s Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools called the Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All current Priority and Focus Schools and Focus Districts must use the tool; districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement
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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 2017-18 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

• a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
• a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the SCEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the SCEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

• **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.

• **Step 2:** 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.
• **Step 3:** In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), and other qualitative and quantitative data.

• **Step 4:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

• **Step 5:** Build consensus around activities, strategies and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

• **Step 6:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

• **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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.
1. What is your school’s mission statement?

At ISLA, it is our mission and primary goal 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.

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.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

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.

ISLA is a Community Learning School, and as such we have a unique partnership with Montefiore Hospital, Kingsbridge Heights Community Center, Food Bank of New York, Young Life, and the United Federation of Teachers. Together we work to provide a full complement of educational, medical, social-emotional, mental-health, and college and career readiness support for all our students. Our compliment of program supports and services must also include the families of students in our school and often extends to our community (i.e. other schools on the campus). We now offer Adult ESL, Parent Workshops, CTE Classes, and....

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.

ISLA has several Equity and Access Programs in place: College Access for All (both middle and high school), Computer Science for All, and AP College for All.

3. Describe any special student populations and what their specific needs are.

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. ISLA has a population of 526 students. The vast majority are English as a New Language students (ENL) , whose native language is Spanish.

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 native language, Spanish.

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Our school supports teacher professional growth through collaboration in teacher teams, common planning, inter-visitations and teacher mentoring. Our teacher teams are committed to improving instruction and thus student achievement. This is one area aligned to the Framework for Great Schools in which ISLA continues to excel. ISLA received an Excellent rating (score of 4.07) in this area of the Frameworks. We also exceeded the target in Rigorous Instruction (with a metric score of 4.16), and Supportive Environment (metric score of 4.16). Teachers are provided common preparation time (team meeting time) for effective curriculum planning, collaborative inquiry, parent conferences, embedded professional learning opportunities and a host of other vital professional work on a daily basis. The grade level teams and departments also focus on addressing literacy skills across the curriculum. The areas of focus for this upcoming year are argumentative essay writing and closer reading.
### School Demographics and Accountability Snapshot for 10X342

#### School Configuration (2018-19)

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<th>Grade Configuration</th>
<th>06.07.08.09.10.11,12</th>
<th>Total Enrollment (2017-18)</th>
<th>523</th>
<th>SIG Recipient (Y/N)</th>
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#### English Language Learner Programs (2018-19)

<table>
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<tr>
<th>Transitional Bilingual</th>
<th>YES</th>
<th>Dual Language</th>
<th>N/A</th>
<th>Self-Contained English as a Second Language</th>
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#### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th>5</th>
<th># SETSS (ELA)</th>
<th>3</th>
<th># Integrated Collaborative Teaching (ELA)</th>
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</thead>
<tbody>
<tr>
<td># Special Classes (Math)</td>
<td>4</td>
<td># SETSS (Math)</td>
<td>4</td>
<td># Integrated Collaborative Teaching (Math)</td>
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</tr>
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#### Types and Number of Special Classes (2018-19)

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th>10</th>
<th># Music</th>
<th>20</th>
<th>Student Performance for Elementary and Middle Schools (2017-18)</th>
<th># Drama</th>
<th>2</th>
</tr>
</thead>
</table>

#### School Composition (2017-18)

| % Title I Population | 98.0% | % Attendance Rate | 91.8% | % Free Lunch | 98.4% | % Reduced Lunch | 2.1% | % Limited English Proficient | 66.5% | % Students with Disabilities | 7.1% |

#### Racial/Ethnic Origin (2017-18)

| % American Indian or Alaska Native | 0.0% | % Black or African American | 0.4% | % Hispanic or Latino | 99.2% | % Asian or Native Hawaiian/Pacific Islander | 0.2% | % White | 0.2% | % Multi-Racial | 0.0% |

#### Personnel (2015-16)

| Years Principal Assigned to School (2018-19) | 6.58 | # of Assistant Principals (2016-17) | 4 |
| % of Teachers with No Valid Teaching Certificate | 0% | % Teaching Out of Certification | 27% | % Teaching with Fewer Than 3 Years of Experience | 17% | Average Teacher Absences (2014-15) | 4.6 |

#### Student Performance for Elementary and Middle Schools (2017-18)

| ELA Performance at levels 3 & 4 | 21.7% | Mathematics Performance at levels 3 & 4 | 11.4% | Science Performance at levels 3 & 4 (4th Grade) (2016-17) | N/A | Science Performance at levels 3 & 4 (8th Grade) (2016-17) | 37% |

#### Student Performance for High Schools (2016-17)

| ELA Performance at levels 3 & 4 | 67% | Mathematics Performance at levels 3 & 4 | 90% | Global History Performance at levels 3 & 4 | 55% | US History Performance at Levels 3 & 4 | 83% | 4 Year Graduation Rate | 69.5% | 6 Year Graduation Rate (2011 Cohort) | 80.6% |
| Regents Diploma w/ Advanced Designation | 4.2% | % ELA/Math Aspirational Performance Measures (2015-16) | 6% |

#### Overall NYSED Accountability Status (2018-19)

| Reward | No | Recognition | N/A | In Good Standing | No | Local Assistance Plan | No | Focus District | Yes | Focus School Identified by a Focus District | Yes | Priority School | No | Focus Subgroups | ED, ED |

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

##### Elementary/Middle School

| American Indian or Alaska Native | N/A | Black or African American | N/A | White | N/A | Multi-Racial | N/A | Students with Disabilities | N/A | Limited English Proficient | NO |

##### Economically Disadvantaged

| American Indian or Alaska Native | N/A | Black or African American | N/A | Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | N/A | White | N/A | Multi-Racial | N/A | Students with Disabilities | N/A | Limited English Proficient | NO | Economically Disadvantaged | NO |

#### High School

| American Indian or Alaska Native | N/A | Black or African American | N/A | Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | N/A | White | N/A | Multi-Racial | N/A | Students with Disabilities | N/A | Limited English Proficient | NO | Economically Disadvantaged | NO |

#### Met Adequate Yearly Progress (AYP) in ELA (2016-17)

| American Indian or Alaska Native | N/A | Black or African American | N/A | Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | N/A | White | N/A | Multi-Racial | N/A | Students with Disabilities | N/A | Limited English Proficient | NO | Economically Disadvantaged | NO |

#### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

| American Indian or Alaska Native | N/A | Black or African American | N/A | Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | N/A | White | N/A | Multi-Racial | N/A | Students with Disabilities | N/A | Limited English Proficient | NO | Economically Disadvantaged | NO |

#### Met Adequate Yearly Progress (AYP) in Science (2016-17)

| American Indian or Alaska Native | N/A | Black or African American | N/A | Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | N/A | White | N/A | Multi-Racial | N/A | Students with Disabilities | N/A | Limited English Proficient | NO | Economically Disadvantaged | NO |

#### Met Adequate Yearly Progress (AYP) in Graduation (2016-17)

| American Indian or Alaska Native | N/A | Black or African American | N/A | Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | N/A | White | N/A | Multi-Racial | N/A | Students with Disabilities | N/A | Limited English Proficient | YES |
| Economically Disadvantaged | YES | ALL STUDENTS | YES |
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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. (Aligned to DTSDE Tenet 3: Curriculum Development and Support)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 3 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.</td>
<td>X</td>
</tr>
<tr>
<td>3.3 Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.</td>
<td>NA</td>
</tr>
<tr>
<td>3.4 The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.</td>
<td>NA</td>
</tr>
<tr>
<td>3.5 Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.</td>
<td>NA</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Our student population grades 9-12 is 99% Hispanic and 99% Economically Disadvantage. The attendance rate in 2017-2018 was 91.6 %. In the 2018-19 school year, our student population grades 6-12 was 100% Hispanic and 99% Economically Disadvantage.

In 2017-18, attendance rate was 96 % for the middle school and 91.8 % for the High School, which shows an improvement from the 2016-2017 school year attendance rate of 91%.

Our graduation rate went from 76.6 % in 2017 to 71.6 % in 2018.

When analyzing our student performance data on the year 2017-18, we found that:

- Students grades 6-8 achieved:
  The percentage of students achieving a level 3 or 4 on the NYS ELA Exam went from 15.5 % to 21.1 %. (5.6% increase). On the Math state exam, students achieving a level 3 or 4 went from 8.6 % to 9.7 % with an increase of 1.1%.
• Students in grades 9-12 achieved:
  65% pass rate on the NYS Common Core E.L.A. Regents Exam.
  64% pass rate on the NYS Common Core Algebra I Regents Exam.

This school year, I.S.L.A. will continue to:

• align assessments to Next Generation Learning Standards to ensure rigorous curricula, and use on-going formative assessment
• analyze information on student learning outcomes to adjust instructional decisions at department and classroom levels.
• In addition, this year we will work on improving unit development making sure all lessons include engagement strategies and formative assessments. We'll use a data driven unit mapping template and will implement a school-wide data driven reflection process at the end of each unit to allow teachers to reflect on students' attainment of unit content and make necessary adjustments to lessons' content, sequencing and scaffolding. Teachers will engage in curriculum peer review and use peer feedback to revise curriculum, paying close attention to engagement as well as formative assessments throughout the unit to monitor students progress before the end of the unit.
• Teachers will also engage in intervisitation and give/receive meaningful feedback on timely manner to review and adjust instruction before unitsend.
• Teachers will also incorporate engaging, culturally responsive curriculum into their lessons.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal 1: By June of 2019, all teachers will develop rigorous units of study and performance tasks (aligned to the Next Generation Standards), which will be peer reviewed, to ensure improvement of literacy skills as measured by an increase in the NYS ELA exam pass rate from 21.1% to 25.0% in middle school and 65% to 70% in High school.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher work collaboratively to design their curriculum maps and ensure alignment to common core learning standards, and to the school wide focus. Teachers will also begin transitioning into the next generation standard and incorporate them into their units of study. Oversight of these activities by administration and teacher leaders will be during the weekly department meetings and by periodic review of meeting minutes and unit plans.</td>
<td>All teachers</td>
<td>from September of 2018 to June of 2019</td>
<td>Administration, Lead Teachers</td>
</tr>
<tr>
<td>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, ensure rigor and engagement (QFT, guided writing practice, text-based evidence, close reading strategies).</td>
<td>All teachers</td>
<td>Sept 2018-June 2019</td>
<td>Lead teachers, PC teachers, administration, team leaders</td>
</tr>
<tr>
<td>Course syllabi are developed by teachers, distributed to students and sent to parents in order to share the course goals and expectations for the major content areas. In addition, we host an Open School Curriculum Night, where parents are invited to meet teachers and learn more about the classes. School wide Grading Policy and Handbook manuals are also sent to all parents.</td>
<td>All teachers</td>
<td>September of 2018 and February of 2019 (beginning of the second semester for HS).</td>
<td>All teachers, Lead Teachers, and Administration</td>
</tr>
<tr>
<td>During our professional learning community teams’ meetings, staff members analyze and discuss multiple source of data and our shared school wide instructional goals for improving student outcome to prepare students for college and beyond (CA4A initiative). In addition, all teachers support the common goal of having students become college and career ready. Oversight of this initiative will take place during weekly meetings and includes periodic data analysis, sharing of best practices, and team planning.</td>
<td>All staff</td>
<td>Sept 2018-June 2019</td>
<td>Lead teacher, team leaders, Master teacher, administration, CA4A Team</td>
</tr>
</tbody>
</table>
of school wide activities. Activities are recorded in team binders and on-line in school’s google drive.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

The school will provide several parent workshops lead by teachers during the 2018-2019 school year in order to inform and educate parents on expectations, the learning standards, graduation requirements, preparing for exams. Parent information sessions include the following:

- Parent Orientations for new students (Both Middle and HS workshops)
- Study Skills
- Parent Meetings to introduce and teach how to access online grading system, Pupil Path
- Understanding the Individualized Education Program (IEP)
- Pathways to Graduation
- The College Application Process
- FAFSA and TAP Workshop
- Transitioning to College

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Our Peer Collaborative teachers (PCTs) and administration will lead the work to develop and implement a plan to address literacy in all the content areas. The school wide focus and goals are shared, and a common mission and vision are seen throughout our individual teams (inquiry, content and grade teams). Individual teacher goals are also in alignment to the school wide goals. All teachers participate in both school professional development and outside PD to improve instruction that will benefit improved student outcomes specific to these goals.

Our instructional resources include the following: common core aligned text and materials (Houghton Mifflin Collections, Pearson, Passport to Social Studies) online resources (NBC Learn, Gale Educational resources, Engage NY, Castle Learning, Achieve 3000, MyOn, Discovery, Britannica, National Geographic and School Net). In addition, we will utilize our mentor teachers and peer collaborative teachers to support teachers and mentor new staff.

We embed common planning time into teacher’s schedule so that they can on unit and lesson plans. After-school program and Saturday classes are also scheduled to provide additional academic support for ELA, Math, Social Studies, Math and Science.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>P/F Set-aside</th>
<th></th>
<th>21st Century</th>
<th></th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
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</tr>
</tbody>
</table>
Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

To measure progress:

- In February of 2019, we will conduct a mid-year common core aligned assessment in grades 6-12 in ELA. In the middle school, at least 20% of our students will be proficient. In addition, in the High School, ELA teachers administer a mock Regents for those student that will be taking the Regents exam. Interim results should indicate that 35% of our HS students pass the exam.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

To monitor students’ progress, we will administer the NYC BOY Performance Assessment, a midyear assessment and the end of year the NYC Performance EOY assessment. Teachers will update the comprehensive data tool, which includes background information, baseline and periodic data, grades, assessment scores and reflective comments.

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. (Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 5 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2 The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.</td>
<td>NA</td>
</tr>
<tr>
<td>5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.</td>
<td>NA</td>
</tr>
<tr>
<td>5.4 All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.</td>
<td>X</td>
</tr>
<tr>
<td>5.5 The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.</td>
<td>NA</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

In looking at the School Quality Snapshot, according to our last environment survey, students feel safe in the school. Parents also feel that the school is safe and would recommend the school. This data shows evidences that students feel safe and want to come to school.

To provide students with a supportive environment, this year we established a school-wide Positive Behavior Intervention Strategies program that rewards students for good behaviors, such as attendance, arriving to class on time, completing class and homework, wearing uniform, cooperating in keeping classroom neat and safe. Every teacher will be using the PBIS Rewards application to provide points to students when display desired behavior, which they can use to buy items in our ISLA store. Students can also use their points for school-wide events, such as dances or movie nights.

Based the last School Quality Guide (2017-2018) only 59 % of students say that they are rarely or never harassed, bullied or intimidated. The overall percent of positive response in preventing bullying for differences (religion, gender identity, weight, etc) is only 66 %. This is one area that we needs to be addressed.
We will also expand community service and internship opportunities. In addition, we will continue to incorporate strategies to empower students to become leaders, participating in a student-lead government that meets with administration to have a voice in the decision making process.

To promote student's personal growth, we would like to increase student involvement in more outside community service. Presently our high school students volunteer in our school community working in the school pantry distributing food to the community, school beatification projects, tutoring in the middle school classrooms and annual coat distribution and toy drives. Based on our on-going comprehensive assessment, we will continue to refine programs to ensure a safe and supportive environment.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal 2: By June 2019, as a result of the implementation of restorative practices, anti-bullying curriculum and positive behavioral intervention strategies (PBIS), there will be a 5% increase in the school environment survey results in the areas of classroom behavior, personal attention, support & safety, and bullying prevention as measured by the School Quality Guide.
## Part 3a – Action Plan

### Activities/Strategies
Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle and High School Students</td>
<td>Sept 2018-June 2019</td>
<td>Administrators, Guidance Counselors, grade team teachers, Support team, and PBIS school-based team</td>
</tr>
</tbody>
</table>

### Student Council and Campus Council

- Student representatives meet with the Principal and/or Assistant Principals to share concerns and suggestions on how to create strategies to address bullying. We want students to have a voice and take part of the decision making process.
- In addition, middle and high school representatives attend the Campus Council monthly meetings to discuss campus wide concerns, and participate in campus wide activities, and share best practices on how to address student harassment, bullying and intimidation.
- Students are also part of our School Leadership Team and CLS Advisory Board.
- Student leaders have taken on the lead on the positive behavioral intervention strategies, including the PBIS reward system, social emotional learning and peer-to-peer support.
- School guidance counselors, in collaboration with our attendance team, work with LTA's students and families developing support plans.

### Community Service- Understanding and servicing the community helps to promote personal growth, build empathy and self-esteem. Our students will engage in the following community service projects:

- Food Bank of NY - Food distribution
- NY Cares Coat Drive
- MLK Day of Service
- Family Day/Health Fair
- Big Brother/Big Sister (HS-MS mentoring)
- Family Day/Health Fair

| Students, Volunteer staff, Guidance Counselors (GCs), and Resource Coordinator | Sept 2018-June 2019 | Volunteer staff members, GCs, resource Coordinator, administration |
Note: All of these activities are available to our students, including high needs students.

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.

High School students will continue to work with guidance counselors and outside collaborating organization on college and career readiness activities as part of the College Access for All initiative.

Middle School students have college and career courses, and will also engage in college and career readiness activities as part of CA4A MS.

Achievement Awards and celebrations-
Throughout the year, students will be recognized for academic achievement, perfect or improved attendance. Twice a year, we will have awards ceremony for students, where parents and community organization are invited.

In addition, at the end of marking periods 1, 2, 4 and 5, grade-level teacher teams will host awards ceremonies to celebrate academic achievements and attendance.

Once a year, we will have our National Honor Society (NHS) and National Hispanic Honor Society (NHHS) Induction ceremony.

3b – Parent and Family Engagement
How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Parent Coordinator, Dean and school Guidance Counselors provide various workshops and training for parents (including beginning of the year orientation for new students). These workshop give parents information about the grading policy, expectations and procedures. These key staff members share important information about who to see and where to go if you need guidance and support with any matter related to their child and the school.

In addition to the workshops we usually have for parents, Guidance Counselors, in collaboration with teachers and the parent coordinator (PC) will lead a series of workshops on bullying prevention, social emotional issues such as transitioning in to Middle or High school, and Depression in Teens. Depression can sometimes be a results of being bullied and parents will be taught ways to communicate with their children and identify possible signs of depression and what to do when these signs are observed. Parents all also informed at meeting and workshops of the School Discipline Code and the consequences if their child is engaging in bullying or harassing behaviors.
In order to maintain a positive behavioral approach and facilitate students to become leaders and positive role models, we will continue to provide opportunities for students to engage in community service activities. Parents are also invited to take part in some of our community events, such as our annual coat drive and Family Day/Health Fair events. Achievement Awards Night has always been a way to involve and engage parents and families, in addition to monthly PA meetings which have a Parent Workshop component. Arts celebrations and Fashion/Talent shows are another way to engage families and all school stakeholders.

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Administrators, Guidance Counselors and grade team teachers are key members in ensuring that we maintain a positive and supportive learning environment. In addition, our Parent Coordinator and Community Resource Coordinator work closely with teachers to provide students and families with learning opportunities and events in the school in order to establish, maintain and strengthen relationships with families.

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. Some projects are done after-school or on weekends.

Student Council and Campus Council meet once a month. The information is then also shared with the student body at grade level assemblies, parent meetings, campus council and staff meetings.

Achievement and attendance awards will be presented twice a year in evening ceremonies. All staff, parents and community members are invited to our events and awards ceremonies.

Instructional resources for counseling or advisory are also necessary so that Guidance Counselor and teachers can implement a successful advisory program. This year we will also be implementing a school-wide Positive Behavior Intervention Strategies program.

ISLA is also a part of the DOE initiative, College Access for All (CA4A), Computer Science for All (CS4A) and AP Access for All (AP4A), part of the City’s Equity and Excellence initiatives. School key team members (Principal, GCS, and teachers) are being trained. Our main purpose and direction is to develop a mindset that ALL students, regardless of their background, have the opportunity to attend and succeed in college.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I 1003(a)</td>
<td></td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By midyear, we expect that at least 60% of students and teachers will indicate that they feel safe and supportive environment in the school. As part of a cycle of continuous improvement, teachers, students and parents will take a mid-year environmental survey (shortened version of the DOE end of year survey) in January 2019. The NYC DOE Environmental Survey will be conducted in the spring semester (at the end of the year). In addition, the teacher
perception survey is done in the spring of 2019. These tools will also inform us if we need to design supplementary support activities (trust building, community building, peer mediation, school safety, etc.) to address students’ needs.

**Part 5b. Indicate the specific instrument of measure that is used to assess progress.**

We will conduct a modified version of the DOE school environmental survey (on Survey Monkey) for students, teachers and parents in January 2019. Questions on this survey are taken exactly from the questions on the NYC Survey. The difference is that we have fewer questions aligned to our specific school wide focus. In the Spring 2019 semester, as is customary, we will implement the NYC DOE surveys for students, teachers and parents.

**Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.**
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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. (Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.</td>
<td>NA</td>
</tr>
<tr>
<td>4.3 Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</td>
<td>NA</td>
</tr>
<tr>
<td>4.4 Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.</td>
<td>NA</td>
</tr>
<tr>
<td>4.5 Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

We conducted a comprehensive analysis of our school data which included the following:

- State exam results (Regents, ELA and Math State exam results) School Quality Guide
- School Quality Report Data
- School Quality Review
- Environmental Survey
- NYSESLAT Data
- Progress to Graduation Tracker
- and other relevant data.

Some of the school’s strengths, based on the environmental survey are as follows: Teacher Teams collaboration, Supportive Environment and Trust. In addition, on the The School Quality Review Report shows positive results for Instructional Core, Systems for Improvement and School Culture. In order to improve all the above exam results, teachers work on inquiry teams and department teams in order to look at student work, analyze data and modify curriculum.
Based on last year's data results, through improved teacher collaboration practices, we will work to improve teaching practices which will improve student academic achievement and graduation rate.

Some of the strategies that we will use to improve teacher practices are as follows:

- Initial, mid year (TIP) and EOY conferences
- teacher goal setting
- differentiated professional learning (PL) activities
- observation and feedback cycle
- review of teacher scholarship reports
- sharing best practices
- learning walks and inter-visitations
- mentoring (new and TIP teachers)

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal 3: By June of 2019, Inquiry team members will collaboratively analyze student performance tasks and adjust curricula to improve English language acquisition as measured by 50% of students moving up at least one level on the NYSESLAT.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., over/under-credited, SIFE, STH).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Utilize the research-based instructional strategies/ protocols in their professional practices:</th>
<th>Department Teams</th>
<th>Sept 2018-June 2019</th>
<th>Teachers, Team Leaders/Facilitators, and Supervisors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Danielson Frameworks PD to enhance teaching practice</td>
<td>Inquiry Teams</td>
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<td>b) Professional Learning Communities (PLC) Protocols</td>
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<tr>
<td>* Looking at student performance data</td>
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<td>* Learning from student work</td>
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<td>c) ENL Strategies</td>
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<td>d) Strategies aligned to CALS.</td>
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</table>

| Schedule department-based common planning sessions for teachers to develop lessons and units, conduct a peer review of curriculum maps. Use periodic student performance data to assess student progress, and revise curricula, units and lessons to address students' current academic needs. | Department and Inquiry Teams | Sept 2018-June 2019 | Teachers, lead teachers, master and model teachers, administrators |
| Conduct inter-visitations to share, observe and improve instructional practices in all content areas. | Department Teams | Sept 2018-June 2019 | Teacher Leaders, Model teachers, and School Leaders |
|  |  |  |  |
| Protocol for peer observation, meaningful feedback and debriefing |  |  |  |
|  |  |  |  |
|  |  |  |  |
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|  |  |  |  |

| Conduct weekly inquiry team meetings to look at data, student work and identify student needs, reflect on teaching practice. | Department Based Inquiry Teams | Sept 2018-June 2019 | Department Lead and Model Teachers, and all teachers |
| Plan and implement teaching and learning strategies to meet the needs of our targeted population. |  |  |  |
| Monitor and reflect on impact of the best practices used in instruction across grades throughout a period of time, |  |  |  |
analysing periodic assessments' scores and looking at student work.

### 3b – Parent and Family Engagement

| **How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.** |
| **Teachers, Guidance Department and the Parent Coordinator will collaborate and engage families in various ways throughout the school year. Our first encounter with parents begins in summer of 2018. During orientation sessions, parents receive a Parent/Student manual and relevant information they need for the entire school year. During our first open school night, parents receive course syllabi and school-wide grading policy. Throughout the year, our parent coordinator is available to answer any questions and provide support as needed. During our weekly parent outreach time, parents are contacted either by mail or with a phone call giving them relevant information regarding student academic progress, attendance, or social emotional needs. Parent workshops provide parent with the training and hands on experience on how to access their child's up-to-date information on our school-wide grading and reporting system, Pupil Path. Pupil Path allows parents to view assignments, projects, grades, progress reports, attendance and emails from teachers. In addition, we have parent workshops for parents of students with IEPs to explain the IEP process, inform parents of the alternate pathways to graduation and answer any questions they may have. These are in addition to our regularly scheduled parent teacher conferences. Our SLT and our CLS Advisory Board are instrumental in the planning of many key workshop, events and ceremonies to not only inform parents, but also celebrate student achievements. Our PA presidents, parent coordinator and teachers share information throughout the school year. Administration is present at all key meetings and oversees all key activities.** |

### Part 4 – Budget and Resource Alignment

| **Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.** |
| **The human resources include our entire teaching staff. Currently, all teacher schedules incorporate time for professional learning. Schedules are adjusted so that all teachers are available to work together during a common period, period 4 for middle school and period 3 for high school teachers. Therefore, all teachers participate in teacher teams meetings on a daily basis. Departmental meetings also take place on separate days once a week. In addition, teachers meet weekly in department-based Inquiry teams, where every teacher is involved in the collaborative inquiry process of looking at student work and data. Common planning time is scheduled at least once a week. Grade-level meetings take place twice a week. One time to develop interdisciplinary lessons, units and/or projects as well as to develop grade-level activities to complement learning, such as educational trips, competitions, celebrations, etc. Grade-level teams dedicate the second meeting day to parent outreach. On the remaining day of the week, we schedule professional learning opportunities for teachers on various topics, such as questioning and discussion, engagement in learning, data protocols and formative assessment strategies,** |
based on teachers' needs. This helps support teachers in house. However, we encourage teachers to participate in out of school PD workshops, who later turn key during monthly faculty meetings.

In regards to resources, teachers in the middle and high school will be using the CCLC aligned Collections curriculum along with myOn, Achieve 3000 and Smart Science. MyOn is a personalized reading system for students that recommends books based on students' interests, reading levels and ratings of books. MyOn provides students with differentiated non-fiction texts that are aligned with students' lexile levels. Texts are also available in Spanish, helping us support our Hispanic subgroup. Spanish language arts teachers incorporate these texts to support instruction in NLA classes.

Skedula, Google drive, iLEARN Platforms and Advance are some of the technological resources that we utilize to enhance our collaboration. Skedula 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. Parents as well as students also have access to Skedula, making it a helpful communication tool across all school stakeholders.

This year we will also use PBIS Rewards for all teachers, school aides and support staff to participate in our school-wide PBIS program.

### Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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<td>Other</td>
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### Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

As a mid-year progress monitoring, the school administration will review meeting agenda, minutes, and important artifacts (i.e. best practices shared by teachers during meetings). In addition, after the completion of an inquiry cycle, teachers will reflect on the effectiveness of the implemented teaching strategy in relationship to skills improvement and progress towards the inquiry and department focus goals. Records of such discussion and reflections are uniformly recorded in written kept in the teams' binders.

Teacher teams (grade level, department, inquiry and Middle and High School faculty) regularly maintain records of meetings, attendance, agendas with topics and minutes including action plans, person/people responsible and timelines. At the end of the year as well as mid-year, teacher teams turn their binders to the administration for revision and feedback. All meeting minutes, agendas and resources are also available on our school's Google Drive.
Part 5b. Indicate the specific instrument of measure that is used to assess progress.

In addition to end-of-inquiry cycle reflections, at the end of each school year, department teams engage in a collaborative reflection to assess the team functioning and the effectiveness in supporting students to attain the annual academic goal, using a common school-wide reflection tool. In the 2018-19 school year, we will also complete this reflection tool at mid-year, to gauge how teams are functioning and whether students are moving towards the annual academic goal. We expect to maintain a 100% teacher involvement in collaborative teacher teams throughout the year.

In order to monitor student progress towards the annual academic goal, we will use common assessments throughout the school. In the beginning of the year, all students engage in a baseline assessments both, in ELA and Math. Teacher also administers content specific assessments. We also administer the ENL assessment aligned to NYSESLAT (BOY, and mid-year). The NYC Performance assessment has, in the past provided us with a common grading rubric and structure for looking at argumentative writing, which is aligned to the CCLS. In addition, in the middle school, we use common core aligned baseline assessments in ELA and mathematics. The results of these baseline assessments are recorded, along with grades, in a school-developed ISL Data Tool chart, used during inquiry and common planning to refine teacher practice and address students' areas of needs. Teacher inquiry teams design assessments specific to the targeted skills in order to have data to discuss during the inquiry cycle. Interim (fall and spring periodic) assessments will be used to monitor student growth in the focus areas. Ultimately, our End of Year (EOY) assessments will measure students' progress from beginning to end of year. Using multiple sources of data, including formative assessment data in the classroom, in order to truly know and support our students.

Post unit teachers' reflections will serve as another tool to look at best practices. Upon completion of a unit, teachers will use a unit reflection to analyze and determine which instructional strategies proved to be effective in addressing student needs. This work will be done in department teams. Resulting information will be used to detect teachers' strengths and areas of needs and when needed, to design future PD sessions and/or adjust teacher's professional plans.

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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. (Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)

Part 1 – Needs Assessment

| Part 1a. Alignment to DTSDE Statements of Practice |
|-----------------------------------------------|-----------------------------------------------|
| **Tenet 2 Statement of Practice**              | **SOP(s) Addressed**                         |
| Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan. |                                              |
| 2.2 The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP). | NA                                            |
| 2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources. | NA                                            |
| 2.4 The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback. | X                                             |
| 2.5 Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health). | NA                                            |

Part 1b. Needs/Areas of Focus:
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

1) Overall, our PPO and Environment Survey results have been positive for the past 3 years. Ninety percent (92%) of our students say they feel safe in their classes and 97% of parents expressed that they felt that teachers and families think of each as partners in their child’s education.

For the 2017-2018 school year, ISLA scored 4.99 (Quality Review Rating of Well Developed) in response to the Question: How safe and inclusive is the school while supporting social emotional growth?

This year Rigorous Instruction and Supportive Environment topped the Framework Elements with a score of 4.16 each.

The teacher perception survey has students respond to question around classroom climate, classroom engagement, pedagogical effectiveness, rigorous expectations and teacher-student relationships. The overall perception is over 76.8% positive, which is above that of the average in Bronx schools and in NYC DOE schools. The highest rating scores this year were around pedagogical effectiveness and rigorous instruction. The lowest score, which was a drop 17 percentage
points was in student engagement. As a result, we will be focusing on implementing engaging and culturally responsive instructional methods and strategies in the classroom which also aligns with the Superintendent and the Chancellor's focus for this year.

Our school report card reveals that the percentage of students that are proficient in ELA went from 15.5% in 2017 to 21.1% in 2018. In mathematics, the pass rate went from 8.6% in 2017 to 9.7% in 2018. Our graduation rate decreased slightly from 76.6% to 71.6% this year. Our NYS ELA Regents (common core) exam scores in high school remained steady at 65% in 2018. Common Core Algebra results for June of 2017 went from 67.4% in 2017 to 64% in 2017. Global History and US History results increased from 67.4% to 69.8% and from 73.6% to 75.2% respectively.

Based on the feedback from the Superintendent, we will continue to develop teacher capacity to consistently provide multiple entry points so that students are engaged in challenging tasks and high level discussions. In addition, we will continue to build capacity to use formative assessment strategies and empower students to self and peer assess. Teachers will use relevant formative assessment data to effectively adjust and meet individual student needs. Now we will also provide professional development opportunities in engagement in instruction.

DTSDE recommendations from 2016-2017 have helped us determine our focus last year to identify strategies to foster students' use of English in order to have them move up at least one level of English as measured by the NYSESLAT. We will continue to work on this and align it to our focus of providing culturally responsive and engaging ways to this in the classroom.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal 4: By June of 2019, school leaders will create and implement a professional development plan that builds teacher capacity to use engagement protocols, resulting in at least 80% of teachers rated effective or highly effective on component 3d of the Danielson Framework.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
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</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• 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). | Teachers | Sept 2018- June 2019 | Administration, Master and Model teachers |

Professional Development for teachers to support the components identified through the observations and feedback cycle. Primarily, we will focus on engagement protocols to improve and increase collaboration and discussion.

Targeted professional development activities will be facilitated by administration, lead teachers and teachers, as well as outside trainers.

New teachers continue to receive individual mentoring, twice a week, by a teacher mentor who completed the NYC Mentorship certification.

Advance training and resources will be used by the administration to keep track of teachers growth. Administration and teachers will attend borough support center (BFSC) professional development opportunities.

Teacher Leaders will provide targeted support to new and identified teachers.

On site and BFSC Professional development, professional learning communities (PLCs) and shared best practices to our staff will help build capacity of all teachers.

---

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

The school will provide several parent workshops lead by teachers during the 2018-2019 school year in order to inform and educate parents on the learning standards, graduation requirements, and any changes in the state exams.

The Parent Association (PA), the School Leadership Team (SLT) and School Board Advisory Team (SBAT) will engage parents on a monthly basis in collaborative discussion regarding topics that include the Teacher Hand book, the Student Manual, and the Comprehensive Educational Plan (S/CEP) which outlines school gaols, school standards,
school policies and best practices which will provide parents with a better understanding of effective school leadership and strategies to promote parent engagement in order for parents to support their children at home.

The Parent Coordinator will conduct monthly Parent workshops with topics that may include technology training (IO Classroom: Skedula), grade level curriculum, assessment expectations, and accessing support services and community resources to build parent capacity. IO Classroom - Skedula is a school wide electronic grade tool/program that allows parents to register onto a web site, Pupil Path, where they can view grades, homework, assignments, projects, along with attendance. Parents and teachers will also be able to communicate via emails and text messages.

Teachers will conduct Parent Out Reach on a weekly basis to provide important academic and social emotional information. Parent Out Reach will also increase and improve parent involvement to ensure that all parties involve have a voice in the educational success of the child.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

In order to address this goal, our human resources begin with administration. Using the observation/feedback cycle, our observation notes and ratings, administrators work with teacher leaders to address needed support in the area of assessment. Professional development to address engagement strategies will be provided to teacher through outside providers, from administration, by our teacher leaders and from the BFSC. When teacher attend professional development and/ or conduct inter-visitations and learning walks, budgetary resources include providing coverage for these teachers.

As a focus school, we now have technological resources provide by the DOE via MyOn and Achieve 3000(reading).

The administration will meet with teachers throughout the school year on a regular basis.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In order to measure progress, we will use teacher observation Advance ratings. We expect to see a 20% increase in teacher ratings and movement from developing or ineffective to effective and highly effective compared to beginning of the year ratings. Also, administrators will look for the use of assessment strategies in a lesson. Teachers should use at least two methods of assessment in each lesson as evidenced during a teacher formal of informal observation.

Teachers will take a mid-year survey in late January (end of the semester) to assess the progress of meeting the specified goal. The results will be analyzed and where necessary make revisions for implementation.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.
Teacher's Advance ratings in component 3d- Assessment in Instruction. This will be measured throughout the year as observations are done by administrators. On a bi-weekly basis, administration will meet to discuss progress based on Advance data.

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5E – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

**Part 1a. Alignment to DTSDE Statements of Practice**

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
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<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<td>x</td>
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<tr>
<td>6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.</td>
<td>NA</td>
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<tr>
<td>6.4 The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.</td>
<td>NA</td>
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<tr>
<td>6.5 The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.</td>
<td>NA</td>
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</table>

**Part 1b. Needs/Areas of Focus:**

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

As a community learning school, we conducted a survey during the month of October 2018. The survey results were tallied and the parents' interests were obtained and programs were designed based on the survey results. In addition, the Resource Coordinator also conducted a survey to determine the needs of our community.

Our findings indicated that a high percentage of our community needs to develop healthier eating habits and lifestyle. In collaboration with UFT Community Learning Schools, we established a pantry to promote healthy eating habits throughout the year. We promoted exercising, Family day, and healthy eating. All of these activities also promote strong family community ties.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.
Goal: By June of 2019, the school will develop a more collaborative partnership with family and community organizations through workshops, community service projects and monthly meetings, resulting in a 10% increase in parents who agree or strongly agree on the school culture section of the NYC School Survey.
## Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies:</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
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<tr>
<td>Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</td>
<td>Parents, Teachers</td>
<td>Sept 2018-June 2019</td>
<td>Resource Coordinator, Parent Coordinator, Guidance Counselors</td>
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<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
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<td>- 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).</td>
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<tr>
<td>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.</td>
<td>Parents, Teachers</td>
<td>Sept 2018-June 2019</td>
<td>Administration, teachers, Guidance Counselors</td>
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<td>We will foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress through Skedula, parent meetings and individual conferences.</td>
<td>Parents, Teachers</td>
<td>Sept 2018-June 2019</td>
<td>Administration, teachers, Guidance Counselors</td>
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<td>Parent-Teacher Conferences, Open House/Curriculum Night, Monthly Workshops for parents to understand the Common Core Learning Standards (CCLS), New York City and State assessments, academic and socio-emotional development related issues as well as how to support students at home.</td>
<td>Parents, Teachers</td>
<td>Sept 2018-June 2019</td>
<td>Administration, teachers, Guidance Counselors, Parent Coordinator and School Support Team</td>
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<tr>
<td>College and Career awareness-related workshops for both middle and high school parents. Workshops geared to parents of students with special needs to explain paths for graduation and transitioning to college with an IEP.</td>
<td>Parents</td>
<td>Sept 2018-June 2019</td>
<td>Sp. Ed teachers, Counselors, Parent Coordinator and school administration.</td>
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### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

The school will provide several parent workshops lead by teachers during the 2018-2019 school year in order to inform and educate parents on the Common Core standards, graduation requirements, and any changes in the NYS Regents exams.

### Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and 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 director, parent coordinator, administration, teachers and community coordinator will support us with home and community outreach. The resource director will obtain outside agencies to support parent engagement and provide services. Ten network, food
bank of new york, BOOST, Office of Immigrant Affairs, Comunilife, Office of Adult Education are all agencies that will participate in this initiative.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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 keeping PA, SLT, parent workshops and school events attendance records. On an ongoing basis, we will monitor parent attendance in PA meetings. Monitoring of attendance, in addition to ensuring that parents' interests and needs are being addressed on a monthly basis, will serve to increase parent participation and engagement.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

To measure progress toward the goal, the parent coordinator will record attendance rates in events throughout the year in an annual parental participation quantitative chart.

To measure parent satisfaction, we will utilize the condensed version of the NYC Department of Education annual Survey for parents.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
## 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 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Previous year’s ELA state exam and/or NYSESLAT scores, and baseline assessment data.</td>
<td>AIS in ELA/ESL is being implemented in the following ways:</td>
<td>• Small group and/or one-to-one instruction during the lesson.</td>
<td>During the school day, after-school and Saturdays</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Differentiated instruction.</td>
<td>• Small group push-in and pull-out intervention.</td>
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<td></td>
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<td>• ICT teaching (ENL/ELA and ELA/Sp. Ed)</td>
<td>• Homework help.</td>
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<tr>
<td></td>
<td></td>
<td>• ENL Stand alone classes to support Entering and Emerging-level students</td>
<td>• Regents Prep.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• After-school Academic ELA tutoring program</td>
<td>• Small group instruction/reading intervention for SWD students.</td>
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<td></td>
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<td>• Saturday Academy</td>
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<td></td>
<td>• Regents Prep</td>
<td></td>
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<td>• MyOne, Achieve 3000, and Collections on-line for students</td>
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<td></td>
<td>(individualized lessons/tasks)</td>
<td></td>
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</tr>
<tr>
<td>Mathematics</td>
<td>Previous year’s Math state exam, and/or baseline assessment data.</td>
<td>AIS in math is being implemented in the following ways:</td>
<td>• Small group and/or one-to-one instruction during the lesson.</td>
<td>During the school day, after-school and Saturdays</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Differentiated instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>Previous year’s class information, NYS Regents exams scores, and/or subject-based baseline assessment data.</td>
<td>AIS in Social Studies is being implemented in the following ways:</td>
<td>During the school day, after-school and Saturdays</td>
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<tr>
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<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
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</tr>
<tr>
<td>Science</td>
<td>Previous year’s 8th Grade and NYS Regents exam, and/or baseline assessment data.</td>
<td>• Differentiated instruction.</td>
<td>• Small group and/or one-to-one instruction during the lesson.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• ICT teaching (Math/Sp. Ed)</td>
<td>• After-school tutoring and homework help.</td>
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<td></td>
<td></td>
<td>• After-school Academic Math tutoring program.</td>
<td>• Regents prep.</td>
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<td></td>
<td>• Saturday Academy</td>
<td>• Small group instruction/ intervention for SWD students.</td>
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<td></td>
<td>• Regents Prep</td>
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<td></td>
<td></td>
<td>• Castle Learning (individualized tasks)</td>
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<td></td>
<td></td>
<td>• After-school Academic science tutoring program.</td>
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<td></td>
<td>• Saturday Academy</td>
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<td></td>
<td></td>
<td>• Regents Prep sessions</td>
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<tr>
<td></td>
<td></td>
<td>• Castle Learning, National Geographic, and PBISonline (individualized tasks)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Studies</th>
<th>Previous year’s 8th Grade and NYS Regents exam, and/or baseline assessment data.</th>
<th>AIS in Social Studies is being implemented in the following ways:</th>
<th>During the school day, after-school and Saturdays</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Differentiated instruction.</td>
<td>• Small group and/or one-to-one instruction during the lesson.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• ICT teaching (Science/Sp. Ed)</td>
<td>• After-school tutoring and homework help.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• After-school Academic science tutoring program.</td>
<td>• Regents prep.</td>
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<td>• Saturday Academy</td>
<td>• Small group instruction/ intervention for SWD students.</td>
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<td>• Regents Prep</td>
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<tr>
<td></td>
<td></td>
<td>• Castle Learning, National Geographic, and PBISonline (individualized tasks)</td>
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</tr>
</tbody>
</table>
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Referral from Guidance Counselor and/or teacher | tutoring program.  
- Saturday Academy  
- Regents Prep  
- Castle Learning (individualized tasks)  
- Blended learning through ilearn platform (APEX) | intervention for SWD students.  
- Small group and one to one counseling.  
- Individualized meetings with at-risk students.  
- During the school day  
- Workshops for students and parents  
- Attendance Team Meetings to address at-risk, truant and tardy students.  
- Crisis intervention  
- Agency referrals and evaluations  
- IEPs |
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>According to the most recent ATS report, ISLA has 132 students in temporary housing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>ISLA has 132 students in temporary housing.</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
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</tbody>
</table>

According to the most recent ATS report, ISLA has 132 students in temporary housing.

The McKinney-Vento Homeless Assistance Act mandates that homeless children and youth have equal access to the same free appropriate public education provided to children permanently housed in the community. Students sometimes require additional school support in order to make this possible. Therefore, at ISLA, residency questionnaires are distributed to every family by the pupil accounting secretary, Ms. Vasquez (also our STH Liaison). This is used to help determine if the child is eligible to receive services under the McKinney-Vento Homeless Assistance Act. In addition any school staff, who becomes aware of any student who is or may be a homeless student and who needs assistance, contacts administration, the school GC and/or the STH Liaison.

Students in temporary housing are provided with all services comparable to all students in the school. In addition to any and all services for English language learners, special education services, and school meals.

The school provides students in temporary housing with uniforms and schools supplies. If and when necessary, STH students are given full fare Metrocard or provided with school bus transportation (if necessary) and free meals (breakfast, lunch and snacks). In addition, The Parent Coordinator and Guidance Counselors provide families with any additional referrals and resources upon request. They are also given academic support (tutoring, homework help and computer hours) and support services, such as counseling if and when appropriate.
The school displays a prominent poster in the main office and in the Guidance counselors office that informs STH students and families of their basic rights. Pamphlets, brochures or information sheets (McKinney-Vento Act Guide for Parents).

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
**Section 8: Title I Program Information**

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

**Part 1: Title I Status**

Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
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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.

Administrative staff regularly attends hiring fairs (as needed) to identify and recruit highly-qualified teachers. Careful recruitment of new teachers requires that they possess the appropriate license certification with a bilingual or TESOL extension in their content areas. Certified 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.

Teachers are supported with professional development such as Danielson’s Framework for teaching, implementing the CCLS standards, questioning and discussion strategies, formative assessment techniques, SIOP Instruction, Gradual Release of Responsibility, ENL strategies, Argumentative Essay Writing, Looking at Student Work Protocols, and implementation of instructional strategies. Administration takes an active role in helping teachers find resources and Professional Development opportunities to acquire learning strategies for ELL students. Teachers attend both DOE and BFSC professional development opportunities on Danielson, the Common Core Learning Standards, Literacy, Math, and specific content area teaching, based on individual need.

**2b. High Quality and Ongoing Professional Development**

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

Our school professional development plan has a threefold purpose:

1. It is meant to support the rigor required from the CCLS.
2. It is intended to support teachers improve instruction as per Danielson Frame.
3. It is aligned to our school wide focus and goals.

All of these are aligned to and influenced by the Chancellor’s Framework for Great Schools, and the Superintendents PPO priorities.
In developing this plan, we analyzed the following:

- School Quality Snapshot and Guide
- Quality Review
- PPO recommendations
- NY Environment survey
- NYS ELA and Math data (Grades 3-8)
- High School Regents Exam data
- NYC Performance Assessment data
- NYSESLAT data
- Danielson Measure of Teacher Practice (MOSL) data
- Advance reports
- Ongoing adjustment made based on individual teacher observations, teacher feedback, student assessment results, and school wide focus.

In addition, the Frameworks for Great Schools are used as a guide to develop the plan. We also incorporate state mandates for professional development based on the CR Part 154 requirement. The plan demonstrates ISLA’s commitment to ensure that every teacher experiences high-quality professional learning so that every student achieves his or her highest potential. To compete globally, to continue to meet technological, environmental, and innovation challenges, and to take advantage of opportunities to succeed beyond public school, every student must have exemplary teaching every day. Professional development is the pathway to exemplary teaching and student learning. The purpose of this plan is to guide professional learning and be a resource for its educators.

Our school wide focus has been, and will continue to be, writing. Students are asked to write in all content areas. Even our math teachers have students write their steps to completing math problems and written responses.

Research shows that improved writing improves overall literacy skills. Our students also practice their writing in both languages, Spanish and English. Students transfer their skills and knowledge from L1 to L2. For this reason, strategies and protocols used by teachers in Spanish class are shared by our staff members and used across content areas.

In order to improve our ELA scores in all grades, close reading strategies will also be addressed in our professional development plan. Research links close reading strategies to improved proficiency in reading complex text, and is a key component of college and career readiness.

This school year, individual teachers, departments and school-wide will implements instructional strategies, activities and events to help students increase the use of English.

We can’t forget our responsibility (and requirements) to address safety procedures and protocols. These must not only be presented to teachers, but also to students. Many of our safety professional development must be done on the first day of school. These are listed here in our professional development plan.
Teacher at ISLA engage in professional learning every day either through inquiry, common planning, department and grade team meetings. An important part of our PD has been to have teachers share best practices.

Job-embedded professional development and can take many forms:

1. Inquiry Team-examining student data
2. Classroom observations
3. Common Planning
4. Peer and/or expert coaching (i.e. Talent Coach)
5. Inter-visitation
6. Teachers sharing best practices during meetings and full staff meetings
7. Curriculum and unit mapping
8. Viewing online teaching videos.

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 BFSC 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.

NA

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).

NA

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/information, early intervention services, etc.).

NA

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 assessment measures and required professional development to meet their 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 codes. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>486,018.00</td>
<td>X</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>16,979.00</td>
<td>NA</td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>93,142.00</td>
<td>NA</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td>NA</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>44,366.00</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>10,913.00</td>
<td>NA</td>
</tr>
</tbody>
</table>
Explanation/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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:
- **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).
- **Title I School Improvement 1003(a):** To 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.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **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 an 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.
- **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.

- **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:

- **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 and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **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.

- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG funds**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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’s Title I Parent Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>International School for Liberal Arts will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
</tbody>
</table>
● 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;

Parental Involvement and School Quality

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., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality 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 Every Student Succeeds Act (ESSA);

● 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;

---

**Encouraging School-Level Parental Involvement**

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)**

International School for Liberal Arts, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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 on assessments.

I. School Responsibilities: High Quality Curriculum

Provide high quality curriculum and instruction consistent with Common Core 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 Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

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;

<table>
<thead>
<tr>
<th>I. School Responsibilities: Providing Parents Reasonable Access to Staff</th>
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</thead>
<tbody>
<tr>
<td>Provide parents reasonable access to staff by:</td>
</tr>
<tr>
<td>- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;</td>
</tr>
<tr>
<td>- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;</td>
</tr>
<tr>
<td>- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;</td>
</tr>
<tr>
<td>- planning activities for parents during the school year, e.g., Parent-Teacher Conferences; holiday workshops, PA meetings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I. School Responsibilities: Providing General Support to Parents</th>
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</thead>
<tbody>
<tr>
<td>Provide general support to parents by:</td>
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<tr>
<td>- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;</td>
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<tr>
<td>- 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);</td>
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<tr>
<td>- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community; teaching parents how to use Skedula to help them monitor student performance and maintain an open communication with teachers.</td>
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<tr>
<td>- supporting parental involvement activities as requested by parents;</td>
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<tr>
<td>- 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;</td>
</tr>
<tr>
<td>- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;</td>
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<thead>
<tr>
<th>II. Parent/Guardian Responsibilities</th>
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<tbody>
<tr>
<td>- 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;</td>
</tr>
<tr>
<td>- 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;</td>
</tr>
</tbody>
</table>
• 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 to 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

Student Responsibilities:

• attend school regularly, arrive on time, and be prepared to work with all necessary utensils.
• complete homework and submit all assignments on time;
• follow the school rules, wear the school uniform, 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.
Title III Supplemental Program for ELLs for the 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
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<tr>
<td>This school is (check one):</td>
<td></td>
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<tr>
<td>☒ conceptually consolidated (skip part E below)</td>
<td>☐ NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

- ☐ Before school
- ☒ After school
- ☒ Saturday academy

Total # of ELLs to be served: _____

Grades to be served by this program (check all that apply):

- ☐ K
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☒ 5
- ☐ 6
- ☒ 7
- ☒ 8
- ☒ 9
- ☒ 10
- ☒ 11
- ☒ 12
Part B: Direct Instruction Supplemental Program Information

| Total # of teachers in this program: | _____ |
| # of certified ESL/Bilingual teachers: | _____ |
| # of content area teachers: | _____ |

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. NYSESLAT data for 2018 shows that 323 students were tested. 63 of these students are at the Emerging level, 76 of these students are transitioning, 139 are Expanding, and 24 are Commanding. Further examination of the data show that reading and writing are areas of focus for our students. Therefore, we will provide additional reading and writing support. As a school, we will use close reading strategies in our content area classes and continue to support writing as we have done in the past. We will implement 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. During afterschool, Saturday and vacation academies, students will receive additional support in specific courses. Instruction is provided by licensed ESL or bilingual teachers in each of the content areas.

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 began on September 24th and will end April 27th, 2019, after the state exams. The afterschool program for the Middle school will be from 4-5:15 PM, Monday through Thursday and Saturdays from 9-1 PM. Instruction is provided by licensed ESL or bilingual teachers in each of the content areas. There is a total of 90 students participating. Students alternate Monday Wed for reading and Tuesday Thursday for math. 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 instruction. In addition to language enrichment, students will get additional content area instruction.
**Part B: Direct Instruction Supplemental Program Information**

The Saturday Academy for Middle school students will began October 13th and end on April 4 for 10 sessions from 9:00 AM-1:00 PM. There will be 25 students per grade (6th, 7th and 8th), for a total of 75 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.

Vacation Academies (Winter and Spring Break) will be from 9 AM -1 PM. We would like to offer Spring Break Academy for the middle school students that required additional support. 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 with instruction in reading and writing. 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 90 minutes, four days a week (2:46-5:16 PM). The program will be offered 4 days a week from September to June. 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 2:46-5:16 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 a Saturday Academy for 4 hours (9:00-1 PM). The program will be offered. 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 work for 2 hours in one content and then the second 2 hours in another content. These will have been identified by their teachers after meeting in teacher teams and considering those course where students require the support, which classes they are currently taking, and which exam they may be scheduled to take. In the spring semester, teachers meet again to re-group students based on need. 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.

The student teacher ratio for these programs will be 15 students to one teacher.

There will be 1 supervisor for both programs to ensure the safety of the students and staff. The supervisor will not be paid for supervision of the program from Title III funds (in-kind).

Supplemental materials for reading, writing and ESL, paper: Finish Line for ENLs, Reading and Math at cost.

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

Records of all agendas and attendance will be maintain by administration.
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 after school 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 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 6 Title III teachers in implementing best practices for ELL students, we will have a minimum of 10 hours Best Practices for ENLs. Title 3 teachers will remain once a week for 1 hours. It will be in a 3 week cycle. They will also engage in professional development on election day, November 6 (min of 2 hours) on quality ENL instruction (engagement and discussion protocols). 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.

Professional development and supplemental resources will provide methodologies to assist our students in reading, writing and supporting English acquisition. ISLA will utilize peer collaborative teachers to provide teachers with support in implementing the strategies and model 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 looking at student data protocols. 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

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 Pupil Path 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.

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.

**Adult ESL Classes** began every Monday through Thursday beginning in September. ESL classes are provided by Office of Adult Education.

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.

Some of the topics to be covered for parents are Study Skills, immigration/citizenship workshops, FAFSA, graduation Requirements, Health and Nutrition, Navigating the College Process and those requested and identified by parents based on their needs. In addition, parents are given ESL classes so that they too can improve their English and support their children.
### Part D: Parental Engagement Activities

Parents are informed and invited to school activities and workshops via School Messenger, parent letters and flyers (both mailed and backpacked), parent monthly calendars, and on the ISLA website. All communication, parent workshops and meetings are conducted in Spanish. Eighty five percent of ISLA staff speak both Spanish and English. Our parent coordinator (PC) is available for all parent activities and can translate if necessary. Records such as agendas, meeting minutes and all materials provided to parents are available in the PC binders.

### Part E: Budget

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

Allocation Amount: $____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title</th>
</tr>
</thead>
</table>
| Professional salaries (schools must account for fringe benefits)  
  - Per session  
  - Per diem | 17,330.00 |  |
| Purchased services  
  - High quality staff and curriculum development contracts. | |  |
| Supplies and materials  
  - Must be supplemental.  
  - Additional curricula, instructional materials.  
  - Must be clearly listed. | 3,058.00 |  |
| Educational Software (Object Code 199) | |  |
| Travel | |  |
| Other | | s |
| **TOTAL** | 20,388.00 |  |
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>10</th>
<th>Borough</th>
<th>Bronx</th>
<th>School Number</th>
<th>342</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name</td>
<td>International School for Liberal Arts</td>
<td></td>
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</tbody>
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B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

| Principal | Francine Cruz | Assistant Principal | Victor M. Liz | Coach | N/A | NA |
| ENL (English as a New Language)/Bilingual Teacher | Jeffrey Salinger | School Counselor | Aracelis Reynoso |
| Teacher/Subject Area | Lorna Balaguer/Mathematics | Parent | Catherine Rodriguez |
| Teacher/Subject Area | Joselyn Reyes/Social Studies | Parent Coordinator | Angelica Vargas |
| Related-Service Provider | Chloe Chapel | Field Support Center Staff Member | NA |
| Superintendent | NA | Other (Name and Title) | NA |

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program | 7 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 0 |
| Number of teachers who hold both content area/common branch and TESOL certification | 2 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 7 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 4 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers not currently teaching in the ENL program | 0 |
| Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6) | 0 |
| Number of special education teachers with bilingual extensions | 2 |
D. Student Demographics

| Total number of students in school (excluding pre-K) | 512 | Total number of ELLs | 391 | ELLs as share of total student population (%) | 76.37% |

### Part II: ELL Demographics

#### A. ELL Programs

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

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1</th>
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<td>80</td>
<td>391</td>
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</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE)
  - Yes ☐
  - No ☐
  - If yes, indicate language(s): Spanish

- Dual language program (DL)
  - Yes ☐
  - No ☐
  - If yes, indicate language(s): NA

- Freestanding ENL
  - Yes ☐
  - No ☐

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

### Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
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<tr>
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### Part III: Assessment Analysis

After reviewing and analyzing the assessment data, answer the following:

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

ISLA uses various assessments for our ENL students. At the beginning of the year, we administer the ELL Baseline assessment. This information is used in conjunction with multiple sources of data (such as previous year’s NYSESLAT results) inform teachers on the areas of focus. The tools used to assess skills are Achieve 3000 Level tests and MLS test for SIFE students. In addition, ISLA administers the ELL baseline assessment. Students take the Achieve 3000 level set assessment in both Spanish and English. This assessment gives us the lexile level in both Spanish and English. Teachers immediately have this information and can utilize this information to differentiate in the classroom. The program itself provides differentiated
reading text at the students lexile level. Classroom teachers can assign informational text to students and the program will provide the article at the individual student’s lexile level. The same article is available in Spanish for beginning students, so that they can be exposed to the article in both languages.

The MLS assessment is administered to students that have been identified as SIFE students. The exam provides us with the student’s reading level and math level. This data is utilized by classroom teachers to provide ENL students with the appropriate supports and/or programs and to differentiate instruction in the classroom. For example, SIFE students can participate in our after school programs in addition to the supports provided during the school day. Small group instruction in given to students with low literacy skills in their native language.

2. What structures do you have in place to support this effort?
Through common planning time, examining student work collaboratively, intervisitations, lesson study, teachers discuss and identify effective approaches to assess student learning.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
Teachers are always assessing and evaluating the effectiveness of our programs. In addition to in class formative assessments, we align our unit assessments to what students are expected to know, understand and be able to do. We also align our assessments to our school focus and inquiry focus of writing. Teacher align across the grade and across content to incorporate writing into their instruction. Since students encounter similar strategies in both Spanish (NLA) and English instruction, they are able to write effectively in both languages.

Our periodic assessment are aligned to the NYC Performance Assessments. We monitor student growth in their writing skills. The EOY NYC performance assessments used showed 148% percent growth in year one of the this assessment. These assessments are in English. In year two (June 2015), ISLA students also improved from BOY to EOY in the NYC Performance Assessments. Improving writing skills has been proven to improve reading and literacy skills. Since the NYSESLAT assesses Speaking, Listening, Reading and Writing, our instructional focus helps to improve the two most difficult components of English Language acquisition.

4. What structures do you have in place to address interventions once the summative data has been gathered?
After each marking period, teachers and administration, and guidance conduct a thorough data analysis. Teachers analyze trends in student performance and discuss next steps. Some of the questions that teachers discuss are: In what areas were students successful, and why? In what areas were students not successful and why? Identify root causes of student success: List some possible reasons / hypotheses to explain student success in these areas. List some strategies/interventions you may utilize to address the challenge areas?

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]
NA

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS]. The data shows that fewer students are in the entering, emerging and transitioning levels in the 6-8 grade bands. This may be because most of these students are coming from other New York City schools. In this grade band, there are more students in the expanding and commanding levels. In the high school (grades 9-12) there are more students in the entering level of proficiency. There also appears to be a larger number of students in the expanding and commanding levels. In looking at the percentage of ELLs in the past three years, each year, we have more students at higher proficiency level and a lower
percentage of ELLs. For example, last year we had 71% ELLs and this year we have 62.93% ELLs. The number of students at a higher proficiency levels and achieving English proficiency is increasing each year.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? At the beginning of the year, teacher are provided the NYSESLAT levels/reports.

**Part IV: ELL Programming**

**Programming and Scheduling Information**

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
   a. Freestanding ENL program.
      Students in the middle school are blocked based on their language levels. Students in the high school are programmed based primarily on their academic and content area needs. Therefore they may be in heterogeneous (mixed proficiency levels).
   b. TBE program. *If applicable.*
      ISLA will provides TBE classes in grades 6-12. All ELL students receive the daily requirement of E.S.L instruction as determined by the LAB R and the NYSESLAT by fully certified ENL teachers. In the middle school (6-8) The entering and emerging level students receive 360 minutes per week of two units of ENL instruction. Transitioning and expanding students receive 180 per week of ENL instruction. Now, advanced students also continue to receive 2 additional years of ENL instruction. At the high school level, ELL students at the entering level will receive 540 minutes (three units) of ENL; Emerging level students of English proficiency will receive the mandated 360 minutes of ENL per week and transitioning and expanding receive 180 mins. Again, students that are at a commanding level in high school also continue to receive support services for two additional years. Students in the middle school are blocked based on their language levels. Students in the high school are programmed based primarily on their academic and content area needs. Therefore they may be in heterogeneous (mixed proficiency levels). TBE and ENL teachers will utilize scaffolding and differentiated instructional strategies for increased ENL and content area academic development. The bilingual classes are provided with a range of literature in English and Spanish instruction in reading and writing. HLA is provided to all students for one period a day. In addition we provide 2 bilingually taught content areas. Teachers use data from the NYSESLAT, Spanish LAB, school created diagnostic and periodic assessments, and the NYSITELL create instructional units that will support the academic language development of each student.
   c. DL program. *If applicable.*
      NA

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      The International School for Liberal Arts, also referred to as ISLA, serves a population of approximately five hundred and five hundred and eighty. Our English Language Learners (ELLs) consist of 365 students which is 63% 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 154-2 our students’ educational and linguistic needs are served appropriately in a Transitional Bilingual Education (TBE) program. All parents of children at ISLA
have chosen TBE as their program of choice. Because of the school’s design, where the entire population is Spanish-speaking, we must provide this method of programming for students. The goal of our TBE program is to enable our ELL students to develop the linguistic, cognitive, and affective skills they need to function in the school and community at large. Additionally, our ultimate goal is to give our students the tools they need to be successful in college. ISLA will provide TBE classes in grades 6-12. The Transitional Bilingual Program at ISLA consists of 23 classes on all grade levels. Two 6th grade classes one of them ICT, three 7th grade classes, three 8th grade classes, three 9th grade classes one of them ICT, three 10th grade classes, three 11th grade classes, and three 12th grade. All ELL students receive the daily requirement of ENL instruction as determined by the LAB R and the NYSESLAT by fully certified ESL teachers. In the middle school (6-8) The Entering, Emerging, and Transitional English Proficiency Level receive 360 minutes. 1 unit of study in ENL and 1 unit of study in ENL/ELA with a push in ELA teacher. The Expanding and Commanding level students receive 180 units of study in ENL/ELA. We provide an additional unit of study to the proficient students to support students with the new common core ELA exam.

In the high school ELL students at the Entering and Emerging level receive 540 minutes of instruction based on the Part 154-2. Students receive 1 unit of ENL, 1 unit of in ENL/ELA with a push in ELA teacher and 1 unit integrated in the content area. Transitioning, Expanding and Commanding level students receive 180 minutes of integrated ENL. ENL integrated is done through co-teaching.

The Native language instruction and English language instruction is fully aligned with New York City’s language allocation policy.

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 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.

3. Describe how core content is delivered in each program model. 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/ or the AP Spanish Language or AP Literature.

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

The ENL teachers collaborate with the NLA teachers, as well as the ELA teachers to work on developing assessment based on their home language. In the content area Social Studies, Science and Math students that are instructed in their native language are assessed and evaluated in their home language. In addition, NLA teachers expose student to different types of writing such as descriptive, narrative, argumentative and persuasive. Students read different Genres and write short responses and essays in Spanish.

Students are also exposed to reading in Achieve 3000 in both Spanish and English.
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 their strengths.

In addition, one of our schoolwide instructional focuses is to have students complete projects and present in their the specific language of instruction. Include CCLS Standard Student become accustomed to sharing content knowledge in both Spanish and English. In the AP Spanish, AP Literature classes and in ESL classes, teachers mirror many of the activities to those similar to the NYSESLAT and AP exams. That is, they have listening passages, speaking/verbal responses, reading and writing tasks. Student practice activities in all modalities throughout the school year. Since teachers meet weekly on the grade, they also share best practices to support each and students be successful in all their classes.

ISLA teachers and students have also focused on writing for the past three years and will continue to do so this year. Studies show that improved writing skills lead to improved literacy skills. Since all teachers have incorporated argumentative writing tasks, students see similar tasks and activities and have become familiar with and good at writing. This year, we want to have expand their writing genres and be able to identify which writing style will effectively address their writing task.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

A. SIFE Students: Aside from in class differentiated instruction from the teacher, The ENL teacher works with our ELA teacher to support the student in the area of writing. Small group instruction on basic reading strategies is provided to students in both the middle and the high school. SIFE students also receive daily in-class support and tutoring in ELA and Math classes and in addition to participating in after-school and Saturday tutorials. We also organize small group interventions in mathematics and in their native language.

Newcomers:
Content and ESL teachers work on curriculum planning and scaffolding. They are programmed for ENL classes with an ENL curriculum that supports new language learners, and all teachers utilize SIOP strategies that support beginning students. ENL teachers also push in to content classes to provide additional support.
For all students (developing, long term and former ELLs) teachers will provide meaningful educational experiences that will allow ELL students to be participate actively and continue to develop language. They differentiated instruction to address their needs utilizing mini lessons, independent work, peer tutoring and instructional technology for both the native language and English literacy. Students are provided additional support through our extended day and Saturday Academy programs.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
Our ELL-SWD participate and engage all the same grade level materials as general education students with the proper supports according to the IEP and in order to meet their academic goals based on their individualized education program. Special Education teachers, ENL, and content teacher collaborate to identify and implement supports as described in the student’s IEP. Differentiation, using SIOP strategies, appropriate to the student’s needs are designed and implemented. This is done through scaffolding of lessons, front loading of academic and content vocabulary, summary and sentence frames, and graphic organizers. Content teachers work with ENL and Special Education teachers to ensure students are both developing their academic language while meeting the demand of the Common Core Learning Standards. The content and ENL teachers also use ENL glossaries from NYSED for content areas, bilingual dictionaries and assignments are offered in native language in both
content and ENL classes. Translation services are also provided to the student’s family during the annual review of the IEP and routine monitoring of student progress to ensure that parents understand the progress their children are making.

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
Most SWD at ISLA are educated in an ICT setting. Those students that are recommended for a special class, separate location are included in a regular setting in content areas classes where they have stronger academic skills. For example, some students may be able to participate in a math class with the special education teacher supports. If this is possible, the IEP is modified to include a part time regular setting. Similarly, they may be included in the Science and/or Social Studies classes, with support from the special education teacher and as per their IEP.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
This year we will be giving our overaged and undercredited students additional support in credit accumulation and Regents preparation. We will continue all previous program as in the past.

10. If you had a bilingual program, what was the reason you closed it?
None

11. 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, such as: Mathematics, ESL, ELA and Spanish Reading Intervention.
Extracurricular: After-School Clubs
The College Now courses are open to intermediate and higher students.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
In the middle school for English and ESL, we use the Pearson: Prentice Hall Literature, Common Core edition, and in the high school w Houghton Mifflin Collections. Teachers prepare curriculum maps aligned to their unit of study. In addition, there is a central text for each of unit of study. In addition, we use Achieve3000 an online non fiction reading and writing program. It provides differentiated instruction, engaging students in non-fictional text. It also features comprehensive English and Spanish language support and extra scaffolding for struggling readers, these are aligned with the Common Core State Standards for English language arts as well as state standards for literacy and the content.
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. Achieve3000

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.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

Native language support in our TBE and ESl classes are as follows: Student have books available in their native language. In some classes, students may have texts available in both languages. Teachers in content areas classes provide students with translated text, if necessary to support them. Student also use glossaries and/or dictionaries if necessary. In some classes, teachers include a translated presentation so that students can see the classroom lesson presentation in both Spanish and English.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

Administration, Guidance Counselors, teachers and programmers all work together to ensure that students receive all required mandated services. In the beginning of the year, administration utilizes ATS reports (i.e RNMR) and multiple sources of data to ensure that students are schedule to receive the appropriate amount of ESL, HLA, and content area classes according to their ages and/or grade levels. All teacher on the grade have weekly grade meetings. They also review student programs and transcripts to assist the GC in making sure that students are receiving appropriate ELL services. In addition, the Assistant Principal's and Special Education teachers ensure that students receive the mandated services according to their IEPs. Guidance Counselor works together with the programmer to program all students and provide the required ELL services and resource supports. Within the classroom, teachers that provide services to ELL-SWDs modify instruction based on students' IEPs goals.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

In the middle school for English and ESL, we use the Pearson: Prentice Hall Literature, Common Core edition, and in the high school w Houghton Mifflin Collections. Teachers prepare curriculum maps aligned to their unit of study. In addition, there is a central text for each of unit of study. In addition, we use Achieve3000 an online non fiction reading and writing program. It provides differentiated instruction, engaging students in nonfictional text. It also features comprehensive English and Spanish language support and extra scaffolding for struggling readers, these are aligned with the Common Core State Standards for English language arts as well as state standards for literacy and the content.

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16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Ms. Guzman, Bilingual Coordinator organizes an Ell orientation for newly enrolled parents and students. In addition, the parent coordinator welcomes the family and gives them a school tour and a overview of the school policy and procedures. Our guidance counselor assist students with their graduation requirements.

17. What language electives are offered to ELLs?
ISLA offers the following language electives: In addition to, A.P. Spanish Language, and Spanish Literature. ISLA also offers online language courses in French and German.

18. For schools with dual language programs:
   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A
**Professional Development and Support for School Staff**

1. **Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.)** What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

   Professional development is provided for all teachers on ELL strategies throughout the school year. ISLA has used SIOP model for ELLs for the past 4 years. New teachers participate in SIOP training at the beginning of the year. Teachers that have been using SIOP already continue to enhance their methodology by incorporating strategies to increase students engagement and enhance English language acquisition.

   On each of the Chancellor PD days, we incorporate developing language and content objectives, questioning and discussion strategies, scaffolding strategies for ELLs, and assessment in instruction strategies.

   New ENL teachers participate in professional development from DELLs. In the past all of our teachers, whether new or veterans teachers have participated in ELLs and the Brains, Math strategies for ELL, Reading Comprehension strategies for ELL and Writing for ELLs. These PD sessions are shared with all staff members during our common planning and department meetings. In addition, strategies to help our struggling students and inquiry focus group are shared and implemented by our inquiry team.

   This year, three teachers are currently enrolled in obtaining TESOLcertification in order to be able to comply with the new CR Part 154 mandated. Two additional teachers will begin in January.

   A tentative profession development calendar is as follows:
   - November PD: Discourse in Mathematics; Math Conversations; Inquiry and Discussion Strategies for ENLs
   - December: SIFE Strategies; Close Reading; Improving Reading Fluency; Question Formulation Technique (for new teachers)
   - January: Collaborative Strategic Reading; More Engagement Protocols
   - February: Assessment in Instruction; Reading Fluency Strategies
   - March-May: Continue on Engagement Protocols for ENLs and Assessment in Instruction

   Professional development around writing language and content objectives fully aligned to the common core learning standards will be provided again this year. We will also continue to support teachers in teaching writing to ELL students that align to CCLS. For example, for the past 3 years, ISLA has focused on argumentative writing, which is fully aligned to CCLS and is also assessed in the NYC Performance Assessment. We will continue to provide PD on teaching ELL how to writing including scaffolding of writing task, debate strategies, use of graphic organizers, using textual evidence, etc. Guidance counselors attend all professional development sessions in-house and also attend outside workshops that focus on the college entry process, student safety, and dealing with the issues that students face not only as teenagers, but as new young adults in our country. Our paraprofessionals attend workshops offered by the Office of ELLs.

2. **Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.**

   Our guidance counselors have attended professional development on the following:
   - Immigrant Students and The college Process Supporting Students and their families: Option Institute
   - Effective Post-Secondary Planning : Supporting Access for all students (Options Institute )
   - Strategically Aligning Resources for Students Success
   - College and Career readiness Benchmark : Preparing ELL Students for Success (UFT Headquarters a 2 day Training)
   - College Access for Latino Students (Conference)
   - McKinney-Vento Homeless Education Assistance Act-Many of our newcomers may lack a fixed, regular, or adequate night residence, or may be sharing the housing of others due to being newly arrived in the country or low
incumbent in providing the support and assistance necessary for these families. High School GC has attended and will continue to attend college and career readiness trainings to support ENLs in the college application process. Likewise our Middle School GC attend trainings to support the high school selection process. In addition, our guidance counselors attend training to support social and emotional skills so that they can be successful in middle and high school. ISLA is a 6-12 school and many of our students remain at ISLA for High School. Therefore we are able to continue providing support to our students from 6 grade to graduation. Since we have a population of approximately 70 percent ELLs, all of our PD is tailored around meeting the needs of ELLs. We all incorporate and share best practices and strategies to support students. As an ENL school, 100% of our professional development is ENL PD. We adapt every [professional development to meet the needs of our ENL students. Our in school PDs include SIOP, Designing Coherent Instruction to meet the needs of ENLs, Achieve 3000, Engagement Strategies (Danielson 3b), Writing Language and Content Objectives for ENLs, Meeting the Instructional Needs of ENL-SWDs, Writing SMART goals, Inquiry Process, And Aligning Resources for Student Success. In addition, ENL teacher attend professional development session with the DELLSS.

Our agendas and attendance are maintained either by individual teams in a department or inquiry binder or by administration in a professional development binder.

**Parental Involvement**

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

   In addition to the Parent Teacher Conferences and the mandated parent orientations, the school will schedule individual meetings with parents to discuss the goals of the program, students' language development and progress, language proficiency and assessment results. In most cases, this is done after the student is administered their exam. The Bilingual coordinator has individual meetings with parents. ISLA will also schedule meeting times for parents and teachers throughout the school year. These meetings will be scheduled, whenever possible, during the school day. There will also be evening meeting scheduled for parents that are not able to attend day appointments. In cases where several attempts have been made to meet with parents, every effort will be made to have a phone conference with the parent. During these individual conferences, parents will be informed of progress and also be given suggestions and strategies for supporting English Language acquisition at home. When necessary, we provide translation services for parents who do not understand English.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

   Beginning with our initial Parent Orientations (Spring and summer of entering year) and Open School Night in September, we have various activities throughout the year to foster parental involvement for parents of ELLs. This year, in addition to our ESL classes for parents, we will be providing Citizenship classes. Other parent workshops which we have provided and will continue to provide are computer classes (which include training on our online grading system and now the NYC School Accounts), Financial Aid Workshops, The College Process, Financial Literacy Workshops and Family Day and Health Fair.

**Additional Information**

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

Paste response here:
Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Francine Cruz, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interrupted-inconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
### Part VI: LAP Assurances

**School Name:** ISLA  
**School DBN:** 10X342

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Francine Cruz</td>
<td>Principal</td>
<td></td>
<td>09/11/17</td>
</tr>
<tr>
<td>Victor M. Liz</td>
<td>Assistant Principal</td>
<td></td>
<td>09/11/17</td>
</tr>
<tr>
<td>Angelica Vargas</td>
<td>Parent Coordinator</td>
<td></td>
<td>09/11/17</td>
</tr>
<tr>
<td>Jeffrey Salinger</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>09/11/17</td>
</tr>
<tr>
<td>Catherine Rodriguez</td>
<td>Parent</td>
<td></td>
<td>09/11/17</td>
</tr>
<tr>
<td>Lorna Balaguer/Mathematics</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>09/11/17</td>
</tr>
<tr>
<td>Joselyn Reyes/Social Studies</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>09/11/17</td>
</tr>
<tr>
<td>NA</td>
<td>Coach</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>NA</td>
<td>Coach</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Aracelis Reynoso</td>
<td>School Counselor</td>
<td></td>
<td>09/11/17</td>
</tr>
<tr>
<td>NA</td>
<td>Superintendent</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>NA</td>
<td>Field Support Center Staff Member</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Chloe Chapel</td>
<td>Other Related Service Provider</td>
<td>09/11/17</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>Other NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>NA</td>
<td>Other NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angelica</td>
<td>Lopez</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child’s education (Chancellor's Regulation A-663).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:
   - Part III of the Home Language Identification Survey (HLIS)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

The data and methods used to assess language preferences of the parent community are ATS reports, initial interview with parents, HLIS form, parent surveys and blue emergency card. At registration, parents complete the Home Language Identification Survey. Information from all of these sources provide us with parent’s preferred language for both written and oral communication. The HLIS form is part of an entire packet which includes a registration form and an Emergency Contact Card (Blue Card). An initial interview with parent(s) also helps us to identify the preferred language of the parent.

The HLIS form is the preferred language form completed by parent(s) upon registration. This is updated every year by having parents complete and/or update the Blue Emergency card at the beginning of every school year. This Blue Emergency Card asks for parents preferred language for written and oral communication. The pupil
accounting secretary immediately updates this information in ATS. This updates the RAPL and the RCPL reports in ATS.

This information is also shared accordingly with staff members and the blue cards are maintained in the main office. Although most of our parents prefer Spanish as their mode of communication, surveys conducted at the school are available in both Spanish and English. RAPL and UPPG (both ATS reports) also provides parents preferred written and oral communication for ENLs and Non ENLs.

Our school pupil accounting secretary and our Parent Coordinator (also our LAC) are extremely helpful in updating parent information. They usually ask parents if there is any information that needs to be updated when they come to the school. We will continue this practice and parents will also be asked if there is any change in preferred language of communication.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>750 - -</td>
<td>97.4</td>
<td>750</td>
<td>97.4</td>
</tr>
<tr>
<td>English</td>
<td>20 - -</td>
<td>2.6</td>
<td>21</td>
<td>2.6</td>
</tr>
<tr>
<td>-</td>
<td>- -</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documents typically disseminated are the following:</td>
<td>June (of the previous school year), July, August and September; also</td>
<td>All documents distributed to parents are translated into Spanish.</td>
</tr>
<tr>
<td>Documents</td>
<td>Available Basis</td>
<td>Translator/Translators</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>- Beginning of the year welcome letter, school supplies list, and uniform letter</td>
<td>provided by PC on an ongoing basis as needed upon registration</td>
<td>Our PC is our LAC. She is trained and qualified to translate all letters and documents to Spanish. In addition, our Spanish language teachers are qualified to translate any and all documents. In the event that our PC is unavailable, they are able to translate written communication.</td>
</tr>
<tr>
<td>*All documents distributed to parents are translated into Spanish.</td>
<td></td>
<td>The majority of staff members are able to translate orally for parents when necessary. Secretary in the main office is fully Bilingual and is able to attend to parents in their native language Spanish.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Some letters (i.e. disciplinary meeting or I.E.P. meeting letters) are translated and prepared for teacher use as a form letter. These letters can be used by entering the individual parent name, student name, and date of scheduled conference.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*The DOE provides certain letters and documents translated into nine DOE covered language. In the case of any language not covered by the DOE languages and no staff member is available to assist in translation, the school will use a DOE approved vendor for translation. In addition, the Language Line is available for any monolingual teachers that require oral translation in order to communicate with parents.</td>
</tr>
<tr>
<td>Parent Association Meeting letters, and all parent workshop letters and flyers</td>
<td>September and monthly for PA Meetings Monthly</td>
<td>LAC translates all written documents.</td>
</tr>
<tr>
<td>Event letters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monthly Calendars</td>
<td>November and March</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>--------------------</td>
<td></td>
</tr>
<tr>
<td>Parent Teacher Conference Letters (including request for one on one conferences/disciplinary conference letters)</td>
<td>LAC provides Spanish version of Parent/Student Handbook in addition to the English version of the handbook.</td>
<td></td>
</tr>
<tr>
<td>IEP letters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent/Student Handbooks</td>
<td>June, and ongoing throughout the school year upon admission</td>
<td></td>
</tr>
<tr>
<td>Student Curriculum/Syllabi</td>
<td>Beginning of school year/semester (for HS) September and February</td>
<td></td>
</tr>
<tr>
<td>Afterschool, extra-curricular, enrichment activities and trip permission slips</td>
<td>ongoing, prior to events, programs, trips or activities; as needed</td>
<td></td>
</tr>
<tr>
<td>Exam information</td>
<td>as needed on an ongoing basis</td>
<td></td>
</tr>
</tbody>
</table>

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The formal face to face meetings which we typically have with parents throughout the year are as follows:</td>
<td>Ongoing throughout the year</td>
<td>Pupil accounting secretary is fully Bilingual (Spanish and English). She is able to communicate with families. In addition, the PC and GC are fully bilingual. These are the first staff members to interact with families upon registration.</td>
</tr>
<tr>
<td>- the initial interview upon registration</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

2018-19 SCEP-FL
<table>
<thead>
<tr>
<th>Event Description</th>
<th>Duration</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual meetings with parents as an orientation for first time students</td>
<td>Ongoing throughout the year</td>
<td>Same as above</td>
</tr>
<tr>
<td>Parent teacher Conferences and special request individual parent conferences.</td>
<td>Ongoing throughout the year</td>
<td>Most teachers at ISLA speak Spanish, so they do not require a translator. However, in the event that translation is required, the Parent Coordinator, as well as the Dean, is the first point of contact for translation. The pupil accounting secretary is also available for translations. In addition, our Assistant Principal, Guidance Counselors, and Dean are all bilingual Spanish speakers.</td>
</tr>
<tr>
<td>Monthly parent meetings and workshops</td>
<td>monthly from September to June</td>
<td>Our parent Coordinator, Guidance Counselors, Community Resource Director and teachers usually present to students and parents. Bilingual staff members are always available to support during all meetings.</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Communication to limited English proficient families is accomplished, as mentioned above, via phone messages or written communication in the parent’s native language of Spanish. For example, our School Messenger system sends messages to parents in case of school emergencies in Spanish and English when necessary. School messenger can also send Emergency mass messages to all of the parents of our students in their preferred languages.

Our bilingual staff members make individual phone calls to parents in case of individual student emergencies and if parent(s) needs to be contacted. There is always a staff member available to assist any staff member in the school.
that does not speak Spanish. Monolingual teachers also have the Language Line available for use in order to
communicate with parents if they speak a language other than English. This year we also have the use of iO Education
(formerly Skedula) which has a parent text service. Teachers can send a messages to parents, type the message in
English, and the message will be received by the parent in Spanish or English based on the preferred language in ATS.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and
what resources are available to meet compliance.

On the first professional development day, teachers all receive copies of the relevant Chancellors Regulation A-663. All
staff members are informed of the parents right to receive information in their native language. The staff manual,
also received at the beginning of the school year, also references the parents' right and the school's responsibility to
provide translated information and interpretation when needed. Most of the staff is bilingual and can communicate in
Spanish, which encompasses 97.4% of our parents. Staff members that do not speak Spanish are assigned a Spanish
speaking staff member to assist in interpreting during any meetings, conferences, parent workshops or Open House
events. Prior to Open School Night, Parent Teacher Conferences, and parent events and activites, teachers are also
reminded and any staff member requiring an interpreter is assigned a staff member to assist them. In the event that
no staff member is available to assist monolingual teachers, the Language Line is available for interpretation services.

On November 6th, all staff members will be trained and provided with a language line information and phone script to
be able to assist any parent in a language other than English. Our LAC coordinator will also attend refresher LAC
training as needed.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive
information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

SLA fulfills parent notification requirements in several ways:
-Parents are provided a parent/student manual which includes their notifications, Bill of Rights and Language Access Guide.

-Parents will receive a notification at the beginning of the year advising them their right to receive all communication in Spanish. In Addition, this information will be posted in the main office, Parent Coordinator's office, Dean's office and Guidance's office.

- Letters, brochures and any written communication is always provided to parents in English/ Spanish to provide any information about the students development and activities.

-Parent engagement documents are translated into Spanish by the LAC, Ms. Lopez, also parents receive phone call via Phone Messenger about any and all school events and activities.

-All teachers are trained and have the Language Line available to them if they need interpretation for a parent.

- In the event that the LAC is not available, many ISLA staff members are bilingual (including our Native language Arts teachers, and are fully licensed and able to translate and/or interpret in Spanish.

- Any necessary documents can also be sent to the Translation and Interpretation Unit website, if necessary. We have not had any need to use this unit in the past. However, this option is available.

**Part E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

- The school gathers information when parents first register their child in the school. This information is entered into ATS by the Pupil Accounting secretary. This information is also entered on the blue emergency card for staff to reference. Blue emergency cards are updated every September and this is also updated by Pupil Accounting Secretary in ATS.

- The PC provide guidance to families to improve their way of communication with the school community.

- Our office staff is trained to ask parents to update any information when they visit the school.

Office staff will also include requesting any updates in written or oral preference for communication.

- Announcements are made at parent meetings reminding them to update relevant information, including preferred language. In addition, a parent language survey will be provided to parents in order to get feedback about the language services provided at the school.

- The school does not have a problem with parents in the communication level because most of the ISLA staff are capable of communicating in Spanish, which is our primary parent language. Most of ISLA staff is bilingual.