



I.S. 131

2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: (08/ BRONX/ 131)
ADDRESS: 885 BOLTON AVENUE
TELEPHONE: 718-991-7490
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: IS 131 **SCHOOL NAME:** Albert Einstein Intermediate School

SCHOOL ADDRESS: 885 Bolton Ave. Bronx, NY 10473

SCHOOL TELEPHONE: 718 991-7490 **FAX:** 718 328-6705

SCHOOL CONTACT PERSON: Edward Leotta **EMAIL ADDRESS:** eleotta@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Michael Escribano

PRINCIPAL: Edward Leotta

UFT CHAPTER LEADER: Paulette Christie

PARENTS' ASSOCIATION PRESIDENT: Nina Jackson

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 08 **SSO NAME:** Leadership Network

SSO NETWORK LEADER: Rudy Rupnarain

SUPERINTENDENT: Timothy Behr

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Edward Leotta	*Principal or Designee	
Paulette Christie	*UFT Chapter Chairperson or Designee	
Nina Jackson	*PA/PTA President or Designated Co-President	
Denise Robinson	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Auria Ramirez	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Quesi Hynes	CBO Representative, if applicable	
Pamela Peirez	Member/	
Marian McCauley	Member/	
Angela Stallings	Member/	
Chani Jones	Member/	
Denise Roberson	Member/	
Pearline Jones	Member/	
Bessie Griffith	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

School Vision

We see our school as a community where all members (students' staff and parents) support each other to help meet the needs of individuals and create an atmosphere where learning, creativity and participation can take place. Ideally, the members of our community will be life-long learners, responsible and accountable and will become active members in the community.

School Profile

The school is divided into three academies: Evolution 6 Academy, The Leadership Academy, and The Academy of Science and Technology. Each academy is supervised by its own assistant principal and is supported by separate student support service teams including a dean. The principal of the whole school was appointed in July 2007.

I.S. 131 is distinct in many ways. This includes our diverse school community, our focused teachers and dedicated support staff. Our greatest accomplishment over the last four years has been the development of three small learning communities.

Evolution 6 Academy- The *E⁶ Academy* (Evolution 6).

I.S. 131 believes and the research supports the importance of academic rigor coupled with social-emotional supports is essential for middle school success, particularly for the sixth grade population. EVOLUTION 6 was developed as an orientation to and continuous support program for middle school success. The program involves and effects students, parents, and staff in the following ways:

STUDENTS will have

- The benefit of a 5th grade fact finding (middle school personnel will meet with elementary feeder school personnel in order to personalize/prepare academic/socio-emotional plan).
- The benefit of an accelerated learning. "Focus on Excellence" program to meet the needs of the higher functioning students'.
- An alternative to suspension program [S.E.M.I.N.A.R.] that assesses, educates and creates intervention plans.
- the benefit of a peer leadership program that develops leadership capacities of 8th grade students through regular meetings and lessons, and through the practice of being mentors, tutors, role models to 6th graders.
- Participation in a life skills curriculum Get Set Premier/The 7 Habits of Highly Effective Teens to develop positive character.

PARENTS will

- Attend a full day student-staff orientation program and family barbeque.
- Be encouraged to participate in the "Class Parents" Program.

STAFF will

- Facilitate a life skills curriculum Get Set Premier/The 7 Habits of Highly Effective Teens to help develop positive character of our students.

- Provide staff with professional development opportunities.

The Leadership Academy- It is the purpose of the Leadership Academy to provide children with educational opportunities and increase their understanding of world events. We hope to expand the world of every child, beyond the borders of their neighborhood, city, state and country. We are committed to opening new portals of exploration that will develop a child's sense of being. We encourage our students to reach out and volunteer in school and community affairs. We hope that the accomplishments they achieve in the Leadership Academy will serve as the foundation of their successful lives.

The Academy of Science and Technology- The mission of the Academy of Science and Technology is to provide each student with a diverse education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning through the use of technology in the classroom. Students at each grade level receive hands-on science instruction in our state-of-the-art lab, and participate in the annual science fair.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	JHS 131 Albert Einstein			
District:	08	DBN #:	08X131	School BEDS Code #: 3208000

DEMOGRAPHICS									
Grades Served in 2010-11:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	X 6	X 7
	X 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrolment:				Attendance: % of days students attended					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2008-09	2009-10	2010-11		
Pre-K	0	0			89.9	91.5	91.0		
Kindergarten	0	0	0	Student Stability: % of Enrollment					
Grade 1	0	0	0						
Grade 2	0	0	0						
Grade 3	0	0	0						
Grade 4	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 5	0	0	0		94.4	93.9	93.2		
Grade 6	291	241	270	Poverty Rate: % of Enrollment					
Grade 7	330	296	289						
Grade 8	281	341	298						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0						
Grade 11	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 12	0	0	0		13	37	37		
Ungraded	5	1	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	907	879	857		5	2	3		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	82	92	86	Principal Suspensions	68	77	87		
No. in Collaborative Team Teaching (CTT) Classes	50	43	30	Superintendent Suspensions	25	33	47		
Number all others	52	64	65	<i>These students are included in the enrollment information above.</i>					

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
				2007-08	2008-09	2009-10	
(As of October 31)	2008-09	2009-10	2010-11	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	TBD	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	34	42	TBD	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	14	25	TBD	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	68	66	68
				Number of Administrators and Other Professionals	15	15	15
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	3	3	6
(As of October 31)	2007-08	2008-09	2009-10				
	2	3	35				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2008-09	2009-10	2010-11	% fully licensed & permanently assigned to this school	100	100	93.4
American Indian or Alaska Native	.6	.5	.1	Percent more than two years teaching in this school	70.6	72.7	76.5
Black or African American	37.0	37.5	39.4	Percent more than five years teaching anywhere	58.8	60.6	69.1
Hispanic or Latino	59.0	58.7	57.8				
Asian or Native Hawaiian/Other Pacific Isl.	2.6	2.7	1.6	Percent Masters Degree or higher	76.0	83.0	83.8
White	.6	.5	.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	98.5	85.4
Male	52.1	50.1	49.7				
Female	47.9	49.9	50.3				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:		
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			
Individual	Elementary/Middle Level	Secondary Level	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Subject/Area Ratings	ELA:	In Good Standing		ELA:		
	Math:	In Good Standing		Math:		
	Science:	In Good Standing		Grad. Rate:		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	✓	✓	✓			
Ethnicity						
American Indian or Alaska Native						
Black or African American	✓	✓	✓			
Hispanic or Latino	✓	✓	✓			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial						
Other Groups						
Students with Disabilities	✓	✓	✓			
Limited English Proficient	✓	✓	-			
Economically Disadvantaged	✓	✓	✓			
Student groups making AYP in each subject	6	6	1			
Key: AYP Status						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade	C	Overall Evaluation:	Proficient
Overall Score	39.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	5.0	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 30% of the Overall Score)	5.8	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 55% of the Overall Score)	26.0	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	2.8	Quality Statement 5: Monitor and Revise	Proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

The performance of our students has holistically demonstrated progress over last year with 33.6% of our students improving in ELA, and 43.8% improving in Math.

School Accomplishments:

- Improved assessment system (Acuity and Scantron provide current internet-based data and instructional resources)
- Presenting to teachers a wide range of data to inform their planning and assist teachers in differentiating (Data Binders, Acuity Instructionally Targeted Assessments - Customized and Predictive, Scantron Performance Series, Baseline Testing -Math and ELA, Informal Observation, Portfolio Assessment, State Standardized Test Scores).
- Collaboration among the staff to fundraise and plan events that provide students with life-enriching experiences that promote good citizenship (3-day trip to Washington DC, Annual Multicultural Celebration, American Diabetes Association School Walk, March of Dimes Walk-a-thon, Holiday Arts Festival, Holiday Gift-Wrapping, Spring Arts Concert, Law Day, Poem in Your Pocket Day, Trip to Broadway Production as well as various opportunities to perform community service).
- With the increased availability of technology, improved communication within the school community is now evident. Students, staff, administration, and parents are now able to communicate through the use of the school based website (9,632 home page views, 47% of the teacher, student and parent email accounts are active, 5,463 total logins and 21% of the teachers are using class pages, with efforts underway to improve these numbers).

School initiatives:

- Parents are invited to participate as partners in the school community (Learning Leaders, Nutrition Committee Meetings, Providing Parent Workshops, Participation in SLT and increased response of Parent Survey).
- The administrative team and teachers are working collaboratively to create a systemic culture of literacy (Writing Non-negotiable, Subject Area Common Planning, Tier III meetings, Structured Extended Day Programs).
- Developing strategies to improve instruction and increase student achievement through the work of the Cabinet, Literacy Committee, Tier III (Curriculum Team) and Data Inquiry Team
- Creation of subject specific Peer Leadership Teams in order to empower teachers to work collaboratively to strengthen instructional practices to accelerate student learning.

School Fluctuations:

- Student attendance rate has fluctuated between the following school years: 06-07: 90.2 % to 07-08: 91% to 08-09: 91%.
- Fluctuations in the response rate of the parent school environment surveys (2007-2008: 67% to 2008-2009: 45%)
- The school report card has shown that the progress of the school has fluctuated from a Low B to a High B (2008-2009) to a High C (2009-2010).

School Barriers:

- Providing time and professional development for teachers to further utilize the school website as a means of communicating student progress, development and growth with students and parents (via class pages, teacher and student emails, event calendar etc.)
- Continue to improve articulation among after-school programs and the day program to facilitate the continuity of instruction.
- Increase support to further address the social, emotional and academic needs of all students, further develop the advisory schedule and curriculum.
- Time and resources to increase collaboration among teachers, incorporate common planning time into the teacher's schedule (25th Period).

School Needs:

- Promote greater consistency in differentiated instruction based on data so lesson planning reflects purposeful grouping for different learning styles and activities that extend thinking and maximize learning.
- The school does not consistently use data to create groups based on skills, to accelerate student learning. As a result, there is limited subgroup analysis and progress monitoring of students throughout the school.
- Formalize the use of summative and formative data to identify the strengths and weaknesses of student subgroups.
- The school does not consistently aggregate data to inform curricular and instructional decisions for the special education population. Therefore, these students do not make sufficient gains in English Language Arts or Math.
- Formalize the use of summative and formative data to identify the strengths and weaknesses of student subgroups.
- Enhance the academic rigor in setting subject, grade, and classroom goals.
- The school does not consistently challenge and engage individual students or groups, including the highest achieving students. It has not established benchmarks across grades and content areas to monitor progress and revise the curriculum to challenge students.
- Refine the collaborative teams to strengthen teacher's instructional practices to empower them to accelerate student learning.
- The collaborative inquiry teams review data holistically. They do not analyze data to identify learning trends at the classroom, grade or school level. Therefore, it is difficult for the school to determine the impact of instructional decisions and determine where to adjust resources to meet the academic needs of students.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

1. Support Middle School Success through the Development of the E⁶ Academy: By June 2011 there will be signs of a positive transition to the 6th grade (parent and student orientation program, team-building activities etc.) Incidents such as suspensions will decrease due to the inception of the E-6 Academy.

2. Improve Student Progress through Data-Driven Instruction and Differentiation: By June 2011 there will be an increase of at least 3% in the amount of teachers collecting and using the data that is being collected on the students. This data will be acquired from the data specialist, the AP's and through access to the Internet.

3. Continue Creating a Culture of Literacy: By June 2011 there will be an academic increase growth of 3% in the area of ELA with our ELL population and SWD through the use of assessment tools such as Interim Assessments, projects, portfolios and exams. The data collected will be analyzed and used to plug the holes in a student's academic growth. This information will assist in setting up groups and in differentiating the instruction for the groups that are formed.

4. Formalize Academic Intervention Team and Services to Better Serve our At-Risk Students: By June 2011 there will be an academic increase growth of 5-10% in the area of ELA and Math through the use of Check-and Connect Mentoring Program with our At-Risk Population. The data acquired from the mentors, and Special Education AP.

5. Encourage and Increase Positive Student Behavior and Parent Involvement: By June 2011 there will be a decrease of 3% in incidents at the school involving student against student confrontations.

6. Continue to Create a School that Demands Academic Rigor and Values High Teacher and Students Expectations: By June 2011 there will be a growth of 3-5% in reading and math scores in the New York State Exams. Development of rigorous units of study based upon the New York Common Core State Standards using the Student Environmental Survey, as well as AUSSIE Literacy Pilot Program will guide teaching practices. Units of study will be made available to teachers, students, and parents via a school based website in order to provide resources to members of the educational community.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Support Middle School Success through the Development of the E⁶ Academy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 there will be signs of a positive transition to the 6th grade (parent and student orientation program, team-building activities etc.) Incidents such as suspensions will decrease due to the inception of the E-6 Academy.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The school program will include at least two 90 minute blocks so that concepts requiring intense instruction can be presented. The use of the book, “The Seven Habits of Highly Effective Teens” will be used as a curriculum builder to encourage the students to work to their full potential. Interns from local social work programs will be brought in to handle the issues that rise because of the transition to middle school.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy Title 1 C4E</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>The progress of the students will be monitored using the following: Student work, projects and products that they produce throughout the year. Progress reports and report cards which are sent out four times a year. Observations and classroom visits by support personnel throughout the year. By June 2011 there will be a decrease of 3% in behavior issues that result in suspensions.</p>

Subject/Area (where relevant): **Improve Student Progress through Data-Driven Instruction and Differentiation**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By 2011 there will be an increase of at least 3% in the amount of teachers collecting and using the data that is being collected on the students. This data will be acquired from the data specialist, the AP's and through access to the internet.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The staff will analyze and interpret the data in setting up their lessons and in coordinating the activities in their classrooms. Student groups can be formed based on common goals that are to be achieved. This is especially helpful in the ICT classes and in the self-contained classes. Specific data to look at will be included in but not limited to Acuity, Running Records, Interim Assessments, Quality Review, etc.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy Title 1 C4E</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Through pre-observation meetings, observations and post-observations it will be noted as to the use of data on the lesson that is being presented. Data folders will be in each classroom for use throughout the school year. Updating and collection of data will be done during professional development throughout the school year. By 2011 there will be an increase of at least 3% in the amount of teachers collecting and using the data that is being collected.</p>

Subject/Area (where relevant):	Continue Creating a Culture of Literacy
Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p>By June 2011 there will be an academic increase growth of 3% in the area of ELA with our ELL population and SWD through the use of assessment tools such as Interim Assessments, projects, portfolios and exams. The data collected will be analyzed and used to plug the holes in a student’s academic growth. This information will assist in setting up groups and in differentiating the instruction for the groups that are formed.</p>
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p>The school will unify the ELA curriculum through the grades and across the academies so that all students are working on similar goals. All ELA teachers will keep a running record of the levels that their students are at and they will revisit and revise this record throughout the year. Teachers especially the teachers of our special needs population will incorporate the use of Smart Boards to enhance the curriculum that they are presenting. Technology will also be used to individualize instruction in some areas in order to stay more in line with the levels of the students targeted and increase those levels on an individual basis. The writing lab will be utilized for our special needs population and our ELL students so that these students will have some more support. When necessary any student who requires AIS will also be assigned writing lab time.</p>
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<p>Teacher release time paid by Tax Levy Consultants paid for by Title 1 Inquiry team paid for by Title 1</p>
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<p>The progress of the students will be monitored using the following: Student work, projects and products that they produce throughout the year. Progress reports and report cards which are sent out four times a year. Observations and classroom visits by support personnel throughout the year. All students are required to take the New York State ELA exam. By June 2011 there will be an academic increase growth of 3% in the area of ELA with our ELL population and SWD.</p>

Subject/Area (where relevant):	Formalize Academic Intervention Team and Services to Better Serve At-Risk Students.
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Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011 there will be an academic increase growth of 5-10% in the area of ELA and Math through the use of Check-and Connect Mentoring Program with our At-Risk Population. The data acquired from the mentors, and Special Education AP.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	The Check & Connect Mentoring Program has been established to assist At-Risk Students' who have been retained in their current grade. All Academic Intervention Personal will keep students' progress reports of Hold-Over's and At-Risk Students' during their A.I.S. period(s). The Special Education AP will collect students' progress reports and assess findings with other Administrator's, Guidance, and SBST, in which, next-steps will be determined during A.I.T. meetings once per-month.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Tax Levy Title 1 C4E
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	The progress of the students will be monitored using the following: Student work, projects and products that they produce throughout The Check & Connect Mentoring Program year. Progress reports, attendance and report cards which are distributed four times a year. Observations and classroom visits mentors throughout the year. All students are required to take the New York State ELA exam. By June 2011 there will be an academic increase growth of 5-10% in the area of ELA and Math with our At-Risk Population.

Subject/Area (where relevant): Encourage and Increase Positive Student Behavior and Parental Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 the Parents Association will have a 3% increase in the amount of parents attending their meetings and workshops. The parent coordinator will keep a log of the parents that she has contact with either in person or on the telephone. Teachers will keep a log as to the phone calls and contacts that they have with the parents of their students. Interim progress reports will be kept on file in the AP’s offices which will be referred to during meetings with the parent.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The Parents Association will set up their meeting dates at the beginning of the school year so that parents have the dates ahead of time. Staff members will also receive the dates so that they could make arrangements to attend. Workshops for the Parents will be scheduled on days that are easier for parents to attend. AP’s will monitor the teachers phone logs so that parents are kept in the loop of their child’s progress. Parents will be encouraged to attend ESL classes, workshops that deal with their child’s curriculum and all monthly meetings.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy Title 1</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Every marking period the involvement of the parents will be collected as to the percent of report cards picked up, the percent of phone calls made by teachers, the return of signed interim progress report and the percent of parents involved in the activities of the parents association. This data will be collected and analyzed for changes throughout the school year. The school is looking for a gain of 3% by June 2011.</p>

Subject/Area (where relevant):	Continue to Create a School Culture that Demands Academic Rigor and Values High Teacher and Student Expectations.
Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p>By June 2011 there will be a growth of 3-5% in reading and math scores in the New York State Exams. Development of rigorous units of study based upon the New York Common Core State Standards using the Student Environmental Survey, as well as AUSSIE Literacy Pilot Program will guide teaching practices. Units of study will be made available to teachers, students, and parents via a school based website in order to provide resources to members of the educational community.</p>
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p>The CCSS Team will focus on creating and implementing new standards into subject areas in order to promote an increase in student academic achievement. People Leadership Teams will meet on a weekly basis to create units of instruction based on CCSS. Leaders for each department will responsible for maintaining PLT focus and will meet weekly with Administration to highlight progress. By June 2011, teachers will be familiar with CCSS and beginning aligning lessons and units to CCSS.</p>
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<p>Title 1 Network 608 sponsored professional development on CCSS. Per-session will be made available for CCSS professional development. 37.5 minutes align to promote all staff members involvement in PLTS AUSSIE Literacy Pilot Program Funding.</p>
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<p>The progress of the teachers and students will be monitored using the following: Student work, projects and products that they produce throughout the year. Progress reports and report cards, which are sent out four times a year. PLTs summarization forms. Observations and classroom visits by support personnel throughout the year. All students are required to take the New York State ELA exam. By June 2011 there will be an academic increase growth of 3% in the area of ELA with our ELL population and SWD.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	49	50	49	49	12		7	
7	47	52	47	47	7		4	
8	57	63	55	55	7		5	
9								
10								
11								
12								

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: <ul style="list-style-type: none"> 1) Word Build 2) Saturday Test Prep 3) ASPIRA 	AIS #1 & #2 were provided during the school day and during the extended day 37.5 minutes. These services were provided using small group instruction by trained staff members. AIS #3 were provided at the school as after school programs and on Saturdays.
Mathematics: <ul style="list-style-type: none"> 1) Tutoring 2) Saturday Test Prep 3) ASPIRA 	AIS #1 was provided by qualified teachers during the school day and during the 37.5 minute extended day. It was also provided by high school student volunteers within the smaller groups. AIS #2 was provided by qualified teachers during several Saturday's before the state test. AIS 3 were provided at the school as after school programs and on Saturdays.
Science: <ul style="list-style-type: none"> 1) Test prep Material 2) Performance Test Practice 	These services were offered to the 8th grade population slated for the state science exam. AIS #'s 1 & 2 were provided by qualified staff members throughout the school day and during the 37.5 minute extended day. Students requiring added instruction were put into small groups for further help.
Social Studies: <ul style="list-style-type: none"> 1) Test Prep Material 	These services were offered to the 8th grade population slated to take the state social studies exam. The service was provided by qualified teachers. The instruction was given during the school day and during the 37.5 minute extended time portion of the day.
At-risk Services Provided by the Guidance Counselor:	Guidance counselors would see the students during non-academic periods throughout the day, during the students' lunch period, and before or after school. During the extended time part of the day guidance counselors would also see children.
At-risk Services Provided by the School Psychologist:	The school psychologist had a group of 7th graders that she saw for weekly rap sessions. She was also available whenever a crisis would arise.
At-risk Services Provided by the Social Worker:	The school Social Workers' would see the students during non-academic periods throughout the day, during the students' lunch period, and before or after school. During the extended time part of the day school social workers would also see children in groups that are dealing with the same issues.
At-risk Health-related Services: Occupational Therapy	An outside service provider comes in to help some students who have difficulty with fine motor skills.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – See attached copy of 2009-2010 LAP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 6-8 Number of Students to be Served: 52 LEP _____ Non-LEP _____

Number of Teachers 1 Other Staff (Specify) Librarian

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

- I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):
See Attached LAP Documents.

II. Parent/community involvement:

Orientation sessions and other programs and workshops are provided to parents where they can actively and effectively engage in extended discussions about most student social and academic situations. Parents are also provided with support materials and resources to ensure student success. Opportunities are made available to parents to participate with school governance decisions [Parent Association and School Leadership Team].

III. Project Jump Start (Programs and activities to assist newly enrolled LEP students):

The newcomers are considered extremely an important part of our school population. The ELL population is diverse in many aspects, such as language, culture, levels of English language proficiency, educational background and preparation, and grade and age when first enrolled in school. Many ELL's bring excellent preparation from their home country, while others have limited educational experience. The languages and cultures of all ELL's are respected and valued throughout the school. Their parents are made to feel like important members of the school community. The Home Language Identification Survey [HLIS] is administered at the time of the student's initial enrollment. It is completed by parent or guardian of every new entrant and is provided in the language the parent or guardian best understands. After the completion of the HLIS the parent or guardian are notified and all information to help them make choices in the language they best understand. The students work with the writing teacher and the ESL teacher during the 37 ½ minute session.

IV. Staff Development (2010-2011 activities):

The school plans to offer PD workshops based on QTEL in the areas of scaffolding strategies to content area teachers [science, social studies and math].

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Form TIII – A (1)(b)

School: JHS Albert Einstein Intermediate School 131 BEDS Code: 320800010131

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$7,000	After school program per session (3 times a week, 1.5 hours, February-May).
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$5,000	Instructional Materials (Preparing for the NYSESLAT and Beyond – including consumable student workbooks, Spanish-English Dictionaries)
Educational Software (Object Code 199)		
Travel		
Other	\$3,000	Improve parent involvement, novel sets to support guided reading.
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - a. Determine within 30 days of a student's enrollment the primary language spoken by the parent/guardian, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the school.
 - b. Assessment will include the number or proportion of LEP persons from a particular language group served or encountered in the eligible service population and the frequency of contact.
 - c. Detailed information about the racial and ethnic populations the school serves, including languages can be inferred from the DOE data.
 - d. School will maintain an appropriate and current record of the primary language of each parent.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
 - a. Demographics includes ~59% Hispanic population and 52 ELL students.
 - b. Frequent contacts with Spanish-speaking people
 - c. Findings are reported to the school community through Comprehensive Education Plan and Annual School Report Card.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 - a) School will use technology options such as free language translation online with follow-up editing by competent language interpreter.
 - b) School will share information about language assistance materials and services among and between recipients, advocacy groups, and Federal grant agencies.
 - c) School will provide provision of translated documents through either existing resources or the Translation and Interpretation Unit.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
 - a) School is equipped with ~16 or more members of school community [includes teachers, aides, parent coordinator, paraprofessionals, family assistants, parent volunteers and administration] that are bilingual and speak Spanish fluently.
 - b) School will utilize the above mentioned people to provide interpretation services.
 - c) There may be times when informal interpreters will be used [i.e., other adult family members]

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
 - a. Will determine within 30 days of a student's enrollment the primary language spoken by the parent/guardian, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the school.
 - b. Assessment will include the number or proportion of LEP persons from a particular language group served or encountered in the eligible service population and the frequency of contact.
 - c. School will maintain an appropriate and current record of the primary language of each parent.
 - d. School will provide translation and interpretation services to parents/guardians who require language assistance in order to communicate effectively.
 - e. School will provide provision of translated documents through either existing resources or the Translation and Interpretation Unit.

 - f. School will provide parents/guardians with a translation of any document that contains student-specific information regarding, but not limited to, a student:
 - i. Health
 - ii. Safety

- iii. Legal or disciplinary matters
 - iv. Entitlement to public education or placement in any special education, ELL, or non-standard academic program, and permission slips/consent forms
- When the school is unable to provide required translation into language, it will provide, in addition to any other assistance, a cover letter or notice on the face of the English document in the appropriate language indicating how a parent/guardian can request free translation or interpretation of such document.
 - School will develop and maintain a periodically updated written LAP, for use by recipient employees, which will document compliance and provide a framework for the provision of timely and reasonable language assistance.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	661,307	418,642	1,058,069
2. Enter the anticipated 1% set-aside for Parent Involvement:	6613		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		4186	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	33,065		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		20,932	
6. Enter the anticipated 10% set-aside for Professional Development:	66,130		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		41,864	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
9. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school's Parent Involvement Policy.

I. IS 131 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - That parents play an integral role in assisting their child's learning;
 - That parents are encouraged to be actively involved in their child's education at school;
 - That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

- 1. IS 131 will take the appropriate actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:**
 - a. Joint development of parental involvement plan will take place within School Leadership Team, Parent Association and Title 1 meetings.
- 2. IS 131 will take the appropriate actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:**
 - a. Parent involvement in school process review and improvement will take place within School Leadership Team and parent committee during Quality Review.
- 3. IS 131 will provide the necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (Activities Listed Below)**

- a. Workshops have or will be provide within the following categories: Understanding Promotion Criteria For Students With IEPs,
4. **IS 131 will coordinate and integrate Title I parental involvement strategies under the following programs:**
- a. Coordination and integration with Title I parent involvement strategies regarding the Nutrition Program and SAPIS.
5. **IS 131 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers in order to create participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play):**
- **The evaluation will be conducted through the following methods:**
 - a. Parent Association will log parents attending PA meetings, workshops and events.
 - b. Parent Coordinator will log parent meetings, parent outreach, parent workshops, etc.
 - c. School Personal [Administrator(s), Teacher(s), Counselor(s), SBST, and Support Personal] will create and maintain parent call logs, as well as document parent meetings.
 - **The personal responsible for conducting the evaluation will be the following:**
 - a. Parent Association (PA President, Treasure, Secretary).
 - b. Administration
 - c. Teachers
 - d. Counselors
 - e. School Based Support Team (SBST)
 - f. Support Personal
 - **The role parents will have within the evaluation process will be the following:**
 - a. Parents will have the responsibility to maintain accurate records of parent involvement throughout the academic school year.
 - b. Parent will have the ability to communicate with all school personal regarding the evaluation process.
6. **IS 131 will continue to build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:**
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. The State's academic content standards
 - ii. The State's student academic achievement standards

- iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - ❖ Parent workshops focusing on 7 year Literacy Program.
 - ❖ Parent workshop focusing on New York State Promotion Criteria for parents with children with IEPs.
 - ❖ Parent workshop focusing on New York State Performance Indicators for parents.
 - ❖ Parent involvement in SLT discussing standards, student achievement, assessments utilized, etc.
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
 - ◆ Have the opportunity to attend workshops on adolescent development issues and promoting school success [ARIS Parent Link].
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by.
 - ◆ Attend a full day student/staff/parent orientation program and family barbeque.
- d. The school will take the appropriate actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Adopting and implementing model approaches to improving parental involvement;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team. This policy was adopted by the IS 131 on 10/18/10 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before February 2011.

2. School-Parent Compact:

School-Parent Compact:

IS 131, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11.

Required School-Parent Compact Provisions

School Responsibilities

I.S. 131 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: through periodic teacher training conferences.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: in November & February.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: mid-quarterly progress reports, periodic phone calls when necessary, report cards.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents by appointments made between staff and parents.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parent's can become learning leaders. They can sit in with their child by making arrangements with the teacher and the AP.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Leadership Team or other school advisory or policy groups.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
Refer to pages 12-13.
2. School wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
- All teachers are teaching in their license or certification area.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School-wide Program to meet the State's student academic standards.
- Common planning in all subject areas allows teacher to collaborate in planning, professional development and standards based instruction.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
- School leaders recruit teachers at a variety of New York City Department of Education teacher hiring fairs
 - Interview potential candidates and schedule demo-lessons in subject area
 - Networking through staff members provides additional insight into highly qualified candidates.
6. Strategies to increase parental involvement through means such as family literacy services.
- We are looking into providing ESL classes for parents.
 - We provide parent workshops throughout the year on various topics and informative academic information.
 - We are looking to collaborate with local colleges so that they could set up a satellite program at the school, offering college level classes to adults in the community.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

- We will have ongoing staff workshops on data retrieval and strategies on using the data to drive instruction.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
- We administer assessment tests periodically in ELA and Math in order to pinpoint areas that need to be readdressed.
 - We can use this information to generate lessons for the extended time and small group instruction.
 - Students requiring extra help are directed to attend after school programs.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
- We have the ASPIRA program in place; any student can sign up for it.
 - We have the S.E.M.I.N.A.R program that will follow our 6th graders.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high-quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, these findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: Schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards also will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

A school-based committee will be formed and will meet regularly in order to assess whether finding 1A is or is not relevant to our school's educational program. Committee members will include a parent, the principal, the data specialist, a member from our Inquiry Team and members from the School Leadership Team. During each meeting one section of Key Finding 1A will be addressed. The committee will look through the CEP especially the needs assessment section and will evaluate the most current school data to determine if there are gaps in our curriculum, the effectiveness of our curriculum maps, and the curriculum materials in ELA that is being used with our ELL population. The committee will then make a decision as to whether Key Finding 1A is relevant to our school's educational program. If the committee finds that this area is relevant than the different sections in 1A will be addressed. The school will let it be known if additional support from central will be needed in order to address this issue.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable TBD

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**1B. Mathematics
Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

A school-based committee will be formed and will meet regularly in order to assess whether finding 1B is or is not relevant to our school's educational program. Committee members will include a parent, the principal, the data specialist, a member from our Inquiry Team and members from the School Leadership Team. During each meeting one section of Key Finding 1B will be addressed. The committee will look through the CEP especially the needs assessment section and will evaluate the most current school data to determine if there are gaps in our curriculum, the effectiveness of our curriculum maps, and the curriculum materials in Math that is being used with our ELL population. The committee will then make a decision as to whether Key Finding 1B is relevant to our school's educational program. If the committee finds that this area is relevant than the different sections in 1B will be addressed. The school will let it be known if additional support from central will be needed in order to address this issue.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable TBD

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high (observed frequently or extensively) 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

A school-based committee will be formed and will meet regularly in order to assess whether finding 2A is or is not relevant to our school's educational program. Committee members will include a parent, the principal, the data specialist, a member from our Inquiry Team and members from the School Leadership Team. During each meeting one section of Key Finding 2A will be addressed. The committee will look through the CEP especially the needs assessment section and will evaluate the most current school data to determine if there are gaps in our curriculum, the effectiveness of our curriculum maps, and the curriculum materials in ELA that is being used with

our ELL population. The committee will then make a decision as to whether Key Finding 2A is relevant to our school's educational program. If the committee finds that this area is relevant than the different sections in 2A will be addressed. The school will let it be known if additional support from central will be needed in order to address this issue.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable TBD

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. Observations and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

A school-based committee will be formed and will meet regularly in order to assess whether finding 1B is or is not relevant to our school's educational program. Committee members will include a parent, the principal, the data specialist, a member from our Inquiry Team and members from the School Leadership Team. During each meeting one section of Key Finding 1B will be addressed. The committee will look through the CEP especially the needs assessment section and will evaluate the most current school data to determine if there are gaps in our curriculum, the effectiveness of our curriculum maps, and the curriculum materials in Math that is being used with our ELL population. The committee will then make a decision as to whether Key Finding 1B is relevant to our school's educational program. If the committee finds that this area is relevant than the different sections in 1B will be addressed. The school will let it be known if additional support from central will be needed in order to address this issue. The use of technology in our building has grown and we will look into even more ways to incorporate technology through computers, internet and smartboards.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable TBD

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
This particular issue has not been a problem in our school. The turnover rate for teachers in our school is under 10% most years.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Our ELL teacher has participated in several professional development programs and we are aware that there are several other programs that need to be looked into. A school-based committee will be formed and will meet regularly in order to assess whether finding 4 is or is not relevant to our school's educational program. Committee members will include a parent, the principal, the data specialist, a member from our Inquiry Team and members from the School Leadership Team. During each meeting one section of Key Finding 4 will be addressed. The committee will look through the CEP especially the needs assessment section and will evaluate the most current school data to determine if there are gaps in our curriculum, the effectiveness of our curriculum maps, and the curriculum materials.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable TBD

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Although we have a free standing ELL program set up in the building it is understandable that reporting, data usage and other programs that are available may all be looked into and improved. A school-based committee will be formed and will meet regularly in order to assess whether finding 5 is or is not relevant to our school's educational program. Committee members will include a parent, the principal, the data specialist, a member from our Inquiry Team and members from the School Leadership Team. During each meeting one section of Key Finding 5 will be addressed. The committee will look through the CEP especially the needs assessment section and will evaluate the most current school data to determine if there are gaps in our curriculum, the effectiveness of our curriculum maps, and the curriculum materials.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable TBD

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

A school-based committee will be formed and will meet regularly in order to assess whether finding 6 is or is not relevant to our school's educational program. Committee members will include a parent, the principal, the data specialist, a member from our Inquiry Team, the IEP teacher and members from the School Leadership Team. During each meeting one section of Key Finding 6 will be addressed.

The committee will meet to assess how IEP's and the information they contain are written and shared amongst staff members who deal with the student the IEP pertains to.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable TBD

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

A school-based committee will be formed and will meet regularly in order to assess whether finding 6 is or is not relevant to our school's educational program. Committee members will include a parent, the principal, the data specialist, a member from our Inquiry Team, the IEP teacher and members from the School Leadership Team. During each meeting one section of Key Finding 6 will be addressed.

The committee will meet to assess how IEP's and the information they contain are written and shared amongst staff members who deal with the student the IEP pertains to.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable TBD

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2010-11

This appendix will not be required for 2010-11.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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.)

We currently have 17 students in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

We are currently providing At-Risk Guidance Services and Family support services for parents who are in need of help through the system. We have a very active parent coordinator.

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 in the borough Integrated Service Center (ISC) or Children First Network.

Language Allocation Policy (LAP) Framework

Section I - Introduction

I.S. 131 is located in the Northeast Bronx. Our population is comprised of 59% Hispanic, 37% black and 3% Asian. The ELL population of the school is 5.3%. Fifty-two students are ELL's.

The parent survey letters indicate ESL as the trend in program choice. There are fifty-two ELL's. ESL instruction is provided based on the LAB-R and NYSESLAT results which indicate that there are eight beginners, twenty intermediate, twenty advanced. All fifty-two ELL students are Spanish speaking.

Our ELL students are provided with quality instruction to help them attain English proficiency while meeting state academic achievement standards. In our freestanding ESL program we are presently servicing 52 ELL students who speak Spanish. These students are in grades 6 through 8 (general education and special education). Classes are leveled based either on NYSESLAT or LAB-R results. ESL instruction is provided using the push-in model and based on beginning and intermediate levels with 360 minutes of instruction and the advanced level with 180 minutes of instruction (as determined by the LAB-R or NYSESLAT) and is consistent with CR Part 154 units of instruction requirements. ESL instruction is also fully aligned with SED ESL Learning Standards.

For the beginning level the students can recognize a very limited number of common individual words and learned phrases. They can understand greetings and some simple instructions and depend on gestures and other conceptual clues. Therefore, to help them acquire knowledge of the English language the teacher focuses her instruction taking advantage of the Total Physical Response Approach. They can activate their knowledge and apply it to real life situations by using direct commands. Examples: "Raise your hand, Go to the door, Get down", etc. Students can effectively respond to the commands and become familiar with the use of those expressions. At that level they require extensive assistance to make language more comprehensive.

For the intermediate level students can communicate somewhat comfortably and spontaneously in many common daily situations, participating in informal conversations and some formal conversations with some confidence. According to their level of proficiency, the teacher provides the instruction focused on the acquisition of confidence and responsibility by asking them to work in pairs or small groups to engage them in group discussion. For example, in a comparing and contrasting lesson, the students are given two blank copies of food pyramids and the teacher explains how a food pyramid is organized. On the first pyramid they write in the foods they eat most often from their native lands. On the second copy, the whole class writes in the "American" food pyramid. Then the class compares and contrasts the kinds of foods they ate in their native

country with those eaten in the U.S. Students at this stage can usually be understood by attentive listeners. The instruction is focused to develop the speaking, listening, reading and writing skills.

For the advanced level students who can confidently make prepared academic presentation, they can also be actively and effectively engaged in extended discussions in most social and academic situations. For example, the teacher models examples of language for selected social purposes (making introductions, inviting a friend to go to a movie, etc.), students choose a simple social situation to role-play. Role-plays are performed for the whole class. Then students reflect in writing on what they have learned about communication skills and the use of language for selected social purposes.

The teacher focuses her instruction to help them in the development and use of skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose and setting.

The teacher also scaffolds instruction using text re-presentation which is the recreation of concepts and language from one genre into another. Examples of text re-presentation include asking students to transform scientific content into a friendly letter to a peer or family member, changing a poem into a narrative or a narrative into a play.

One of the instructional materials that we use is “Shining Star”. This material is designed especially for English Language Learners and targets all proficiency levels. It helps the ELL’s meet the standards and it supports teachers in every aspect of instruction. Most importantly, it offers manageable support to motivate students to succeed in English, across the content areas and in their daily lives. Shining Star provides the necessary resources to assure the success in the instructional process. For example: Annotated teacher’s Edition, student workbook, assessment guide, transparencies, graphic organizers, answer keys, etc.

According to the Exam History Report, ELL students are performing lower in reading and writing. Therefore, teaching strategies should be mainly focused in reading and writing across the four content areas (ELA, Social Studies, Science, and Math). ELL students will then have the opportunity to improve their ability to use reading and write in the content areas. In addition to textbooks used as the main information resource, students should also use nonfiction texts, fiction, (including historical fiction) biographies, autobiographies, magazines, newspapers, and photo essays. Use of the internet and videos are also additional sources for improving reading and writing. Teachers can also encourage students to share letters, diary entries, and speeches. Through these sources, students can also read their passages aloud and make connections to real life situations. In order to promote reading and writing across all content areas, ELL students will also be encouraged to write letters to elected officials about educational issues, such as overcrowded classrooms. It would also be appropriate for students to write letters to elected officials on issues pertaining to protecting our environment.

Since all of the ELL students are Spanish Language speakers, the ESL Department is also interested in helping students to attain a high level of proficiency in their native language. The ESL teacher has realized that due to the lack of instruction in their native language, the students are not able to acknowledge the grammar rules and writing conventions. One of the most successful ways to help them improve their native language skills would be to encourage their participation in an after school program where ELL students could participate in diverse activities to motivate the learning of the Spanish grammar rules and principles.

ELL students should attain proficiency in English to meet or exceed the standards. Academic language development is planned across the content areas. The content area teachers use an inter-disciplinary approach and the Point of Entry model to introduce the language component. They make every effort to differentiated instruction by grouping students heterogeneously. We plan to make every effort to integrate the ESL teacher's expertise across the content areas by implementing the push-in model.

The newcomers are considered an extremely important part of our school population. Those students who don't speak English are served through the push-in model specifically during some C.A. and math periods.

I.S. 131 has students who have been in ESL for over six years. The ESL Department understands that such students should receive additional instruction so they could meet standards and become proficient in the English language. This will certainly be possible with the help and support of teachers who are strongly committed to providing the necessary instruction. By addressing the issues, the ESL Department will succeed in its instruction to these students and, therefore, the entire school will be positively affected.

We seriously dedicate ourselves to serve special education students with the same type of material, resources and quality of instruction as any other student. We facilitate instruction according to their IEP and level of proficiency.

For those students who have reached proficiency on the NYSESLAT, we plan to provide transitional support. We will encourage the students to demonstrate familiarity with a variety of functional documents. They will be able to read and comprehend informational materials to develop understanding and expertise and produce written or oral work that:

- Restates or summarizes information
- Relates new information to prior knowledge and experience
- Extends ideas
- Makes connections to related topics or information.

Section II – Freestanding ESL

In our Freestanding ESL program we are servicing twelve ELL's using the push-in model and thirty-six ELL's using the pull-out model. In the push-in model the ESL teacher provides the instruction to those new students according to their level of proficiency to help them meet the standards. The ESL and the classroom teachers work collaboratively in order to help the ELL's to attain proficiency.

ESL strategies are also utilized in the major content areas in the general education classroom. In our pull-out ESL program our primary goal is to improve student's achievement through a comprehensive Balanced Literacy and Numeric approach that will be also infused in the content areas. Our focus is to use the Regional Point of Entry Model (POEM) to instruction the English Language Learners. Through this model, the ESL students will be actively engaged in interactive mini lessons such as "Read Aloud, Shared Reading, Partner and Small Group Instruction, Independent Work, Whole Class Sharing, Summarizing and follow up activities. The students will also be instructed using the Writer's Workshop model in all genres. We will also implement test-taking sophistication strategies to help the ELL's exceed the standards in all standardized tests.

ESL strategies are also utilized in the major content areas in the general education classroom. For instance:

- Modeling which includes walking students through an interaction doing a required task together first, or providing students with clear examples of how students from prior years accomplished the task.
- Bridging forges connection between new concepts and language and previous knowledge, a necessary component of all learning. It occurs when students are asked to activate their prior knowledge in anticipation of learning new information and when personal links are made between the new subject matter and students' knowledge and experience.
- Text Re-presentation is the recreation of concepts and language from one genre to another. In representing information from an article in a poster or play, students can access content presented in a more difficult genre as they transform it into an easier genre to produce. Examples of text re-presentation include asking students to transform scientific content into a friendly letter to a peer or family member, changing a poem into a narrative or a narrative into a play.

Graphic Organizers

One of our goals for the next school year is to ensure that ELL students have a successful year in order to meet the requirements to obtain an advanced level of accuracy and proficiency in the English language. The ESL teacher and ELA teachers will adapt activities that will encourage students to maintain a positive attitude while ensuring academic growth and success. They will prepare lesson plans in which they will use graphic organizers to address specific expected levels of proficiency across the content areas. At the same time, such activities will help ELL students to improve their skills and strengths.

In ELA:

- Identify elements in a story, including characters, setting, plot, problems and solutions.
- Apply thinking skills to reading, writing, speaking, listening and viewing.
- Summarize information from the story.
- Identify the main idea and important details of a passage.
- Understand non fiction material.
- Improve reading, writing, and listening skills.

In Math:

- Understand Math vocabulary.
- Link reading strategies to solve problems.
- Interpret tables, graphs, and charts.
- Match fractions, decimals, and percents to pictorial representations.
- Demonstrate and understanding of Algebra, Geometry, Number and Operations, as well as, Data and Probability.

In Science:

- Predict and observe weather patterns.
- Label, examine, and analyze scientific information.
- Categorize rocks according to their composition.

In Social Studies:

- Sequence events on a time line.
- Understanding of curriculum for their grade.
- Develop map skills.
-

List of Graphic Organizers:

- Various graphic organizers including story maps, flow charts, and main idea webs.

Cooperative Learning: Students will be working in a cooperative group setting to complete group projects. They will be grouped based on their strengths to develop student to student interaction.

Teachers focus part of their instructional practice in writing and reading, comprehension activities because according to the NYSESLAT scores, those are the two areas where the majority of the ELL's show deficiency. Therefore, students will be able to receive instruction that will help them acquire an advanced level of proficiency and, in addition to receiving stronger ELA instruction, to meet or exceed the NYS and City standards.

Within the four skill areas which are writing, reading listening and speaking, teachers implement the following strategies:

- Writing:

Brainstorm ideas as a class or in small groups. Use characters from literature, people in the news, family and friends as springboards. Model the whole process involved in developing ideas for writing topics.

Teach sequencing skills according to the order of events and importance.

Develop writing tasks that involve them actively and commit the students to write to a character in response to literature, to write as the author to a character, etc.

Teach the function of the topic sentence and supporting sentences. Teach differences between fact and opinion.

Teach the students the construction of an essay with a thesis statement, two or three developmental paragraph and a conclusion.

- Reading:

Teachers model and share their joy of reading.

Students are provided a variety of literature genres (e.g., short stories, novels, poetry, biographies, essays, informational books, magazines, etc).

Students are provided opportunities to read independently and work individually on some tasks.

- Listening:

Teachers provide opportunities for students to hear other students' responses to the literature they have read.

Teachers promote social skills through listening (e.g., providing and maintaining eye contact, paraphrasing to demonstrate understanding, and summarizing what was heard).

- Speaking:

Teachers facilitate group discussion. They model and teach language for a variety of purposes (e.g., informing, persuading, sharing feelings, evaluating, imagining, predicting).

The school plans to offer some Professional Development Workshops based on QTEL in the areas of scaffolding strategies to content areas teachers, science, social studies and math for the next school year.

These students are in grades 6 through 8 (general education and special education). Classes are leveled based either on NYSESLAT or LAB-R results. ESL instruction is provided based on beginning and intermediate levels with 360 minutes of

instruction and the advanced level with 180 minutes of instruction (as determined by the LAB-R or NYSESLAT) and is consistent with CR Part 154 units of instruction requirements. ESL instruction is also fully aligned with SED ESL Learning Standards.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	J.H.S. 131 Albert Einstein						
District:	8	DBN:	08X13	School		320800010131	
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	v	11
	K		4		8	v	12
	1		5		9		Ungrade
	2		6	v	10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	0		89.9	91.5	90.6
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 3	0	0	0		94.4	93.9	93.2
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	291	241	270	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 7	330	296	289		64.7	82.4	86.3
Grade 8	281	341	298				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 11	0	0	0		13	37	37
Grade 12	0	0	0				
Ungraded	5	1	0	Recent Immigrants - Total Number:			
Total	907	879	857	<i>(As of October 31)</i>	2007-	2008-	2009-
					5	2	3
Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	82	92	86	Principal Suspensions	68	77	87
# in Collaborative Team Teaching (CTT)	50	43	30	Superintendent Suspensions	25	33	47
Number all others	52	64	65				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-	2009-	2010-				
# in Transitional Bilingual Classes	0	0	TBD	Number of Staff - Includes all full-time staff:			
# in Dual Lang.	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# receiving ESL services only	34	42	TBD	Number of Teachers	68	66	68
# ELLs with IEPs	14	25	TBD	Number of Administrators and Other Professionals	15	15	15
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	3	3	6

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	2	3	35	% fully licensed & permanently assigned to this	100.0	100.0	93.4
				% more than 2 years teaching in this school	70.6	72.7	76.5
				% more than 5 years teaching anywhere	58.8	60.6	69.1
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		76.0	83.0	83.8
American Indian or Alaska Native	0.6	0.5	0.1	% core classes taught by "highly qualified" teachers	100.0	98.5	85.3
Black or African American	37.0	37.5	39.4				
Hispanic or Latino	59.0	58.7	57.8				
Asian or Native Hawaiian/Other Pacific	2.9	2.7	1.6				
White	0.6	0.5	0.5				
Male	52.1	50.1	49.7				
Female	47.9	49.9	50.3				

2009-10 TITLE I STATUS

v	Title I							
	Title I							
	Non-							
Years the School				2007-	2008-09	2009-	2010-	
				v	v	v	v	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,							
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In		v	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	v	v					
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	39.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	5	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	5.8	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	26		
<i>(Comprises 60% of the</i>			
Additional Credit:	2.8		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 6	District 08	School Number 131	School Name Albert Einstein
Principal Edward Leotta		Assistant Principal Megan Gundogdu	
Coach		Coach	
Teacher/Subject Area Michael Escribano/Special Ed.		Guidance Counselor	
Teacher/Subject Area Marian McCauley/IEP		Parent Nina Jackson	
Teacher/Subject Area Loida Altidor/ESL		Parent Coordinator Blanche Butler	
Related Service Provider		Other Carmela Ratjen/Testing Coordin	
Network Leader Rudy Rupnarain		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	861	Total Number of ELLs	52	ELLs as Share of Total Student Population (%)	6.04%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

All new student admits are given a copy of the home language survey by the pupil personnel secretary. With the assistance of our ESL teacher, the home language survey is filled out and an interview is conducted with both the student and the parent. If it is determined that the students speaks a language other than English our ESL teacher along with our Testing Coordinator organize and administer the LAB-R. The LAB-R is scored in-house to determine ELL eligibility. If it is determined the student is an ELL that student receives the entitlement letter, parent survey and program selection forms. These forms are collected by the ESL teacher who communicates with the parents about the ESL program available at IS 131.

The parent survey letters indicate ESL as the trend in program choice. There are fifty-two ELL's. ESL instruction is provided based on the LAB-R and NYSESLAT results which indicate that there are ten beginners, nineteen intermediate, and twenty-three advanced students. All fifty-two ELL students are Spanish speaking.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							0	0	0					0
Dual Language <small>(50%:50%)</small>							0	0	0					0
Freestanding ESL														
Self-Contained							10	15	15					40
Push-In							5	4	3					12
Total	0	0	0	0	0	0	15	19	18	0	0	0	0	52

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	52	Newcomers (ELLs receiving service 0-3 years)	22	Special Education	17
SIFE	3	ELLs receiving service 4-6 years	19	Long-Term (completed 6 years)	11

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	22	3	4	19	0	9	11	0	4	52
Total	22	3	4	19	0	9	11	0	4	52

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12																			
Number of ELLs by Grade in Each Language Group																			

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							15	19	18					52
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	15	19	18	0	0	0	0	52

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

I.S. 131 is located in the Northeast Bronx. Our population is comprised of 59% Hispanic, 37% black and 3% Asian. The ELL population of the school is 6.2%. Fifty-two students are ELL's. Our ESL program is run by a qualified ESL teacher who is also supported by the SETTS teacher. The SETTS teacher not only works along with the ESL teacher, but also services at-risk ELL students on her own.

In our freestanding ESL program we are servicing 52 students through push in and pull out models. Classes are leveled based either on NYSESLAT or Lab-R results. ESL instruction is provided based on beginning and intermediate levels with 360 minutes of instruction and the advanced level with 180 minutes [as determined by the LAB-R or NYSELAT results] and is consistent with CR Part 154 units of instruction requirements. It is also aligned with SED ESL Learning standards. English is the language of instruction. ESL strategies are also utilized in the major content areas in the general education classroom. For instance: modeling, text, representation, bridging POEM, read aloud, shared reading, etc. Those students who don't speak English are served through the push in model specifically during some ELA and math periods. In addition they receive extended day support through an after school program, provided three times a week. All of our advanced students are working with the librarian and the ESL teacher three times a week.

Our ELL students are provided with quality instruction to help them attain English proficiency while meeting state academic achievement standards. In our freestanding ESL program we are presently servicing 52 ELL students who speak Spanish. These students are in grades 6 through 8 (general education and special education). Classes are leveled based either on NYSESLAT or LAB-R results. ESL instruction is provided using the push-in model and based on beginning and intermediate levels with 360 minutes of instruction and the advanced level with 180 minutes of instruction (as determined by the LAB-R or NYSESLAT) and is consistent with CR Part 154 units of instruction requirements. ESL instruction is also fully aligned with SED ESL Learning Standards.

For the beginning level, the students can recognize a very limited number of common individual words and learned phrases. They can understand greetings and some simple instructions and depend on gestures and other conceptual clues. Therefore, to help them acquire knowledge of the English language the teacher focuses her instruction taking advantage of the Total Physical Response Approach. They can activate their knowledge and apply it to real life situations by using direct commands. Examples: "Raise your hand, Go to the door, Get down", etc. Students can effectively respond to the commands and become familiar with the use of those expressions. At that level they require extensive assistance to make language more comprehensive.

For the intermediate level, the students can communicate somewhat comfortably and spontaneously in many common daily situations, participating in informal conversations and some formal conversations with some confidence. According to their level of proficiency, the teacher provides the instruction focused on the acquisition of confidence and responsibility by asking them to work in pairs or small groups to engage them in group discussion. For example, in a comparing and contrasting lesson, the students are given two blank copies of food pyramids and the teacher explains how a food pyramid is organized. On the first pyramid they write in the foods they eat most often from their native lands. On the second copy, the whole class writes in the "American" food pyramid. Then the class compares and contrasts the kinds of foods they ate in their native country with those eaten in the U.S. Students at this stage can usually be understood by attentive listeners. The instruction is focused to develop the speaking, listening, reading and writing skills.

For the advanced level students who can confidently make prepared academic presentation, they can also be actively and effectively engaged in extended discussions in most social and academic situations. For example, the teacher models examples of language for selected social purposes (making introductions, inviting a friend to go to a movie, etc.), students choose a simple social situation to role-play. Role-plays are performed for the whole class. Then students reflect in writing on what they have learned about communication skills and the use of language for selected social purposes.

The teacher focuses her instruction to help them in the development and use of skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose and setting.

The teacher also scaffolds instruction using text re-presentation which is the recreation of concepts and language from one genre into another. Examples of text re-presentation include asking students to transform scientific content into a friendly letter to a peer or family member, changing a poem into a narrative or a narrative into a play.

The newcomers are considered an extremely important part of our school population. The ELL population is diverse in many aspects, such as language, culture, levels of English language proficiency, educational background and preparation, and grade and age when first enrolled in school. Many ELL's bring excellent preparation from their home country, while others have limited educational experience. The languages and cultures of all ELL's are respected and valued throughout the school. Their parents are made to feel like important members of the school community. The Home Language Identification Survey [HLIS] is administered at the time of the student's initial enrollment. It is completed by parent or guardian of every new entrant and is provided in the language the parent or guardian best understands. After the completion of the HLIS the parent or guardian are notified and all information to help them make choices in the language they best understand. The students work with the writing teacher and the ESL teacher during the 37 ½ minute session.

I.S. 131 has students who have been in ESL for over six years. The ESL Department understands that such students should receive additional instruction so they could meet standards and become proficient in the English language. This will certainly be possible with the help and support of teachers who are strongly committed to providing the necessary instruction. By addressing the issues, the ESL Department will succeed in its instruction to these students and, therefore, the entire school will be positively affected.

We seriously dedicate ourselves to serve special education students with the same type of material, resources and quality of instruction as any other student. We facilitate instruction according to their IEP and level of proficiency.

For those students who have reached proficiency on the NYSESLAT, we plan to provide transitional support. We will encourage the students to demonstrate familiarity with a variety of functional documents. They will be able to read and comprehend informational materials to develop understanding and expertise and produce written or oral work that:

- Restates or summarizes information
- Relates new information to prior knowledge and experience
- Extends ideas
- Makes connections to related topics or information.

In our Freestanding ESL program we are servicing twelve ELL's using the push-in model and forty ELL's using the pull-out model. In the push-in model the ESL teacher provides the instruction to those new students according to their level of proficiency to help them meet the standards. The ESL and the classroom teachers work collaboratively in order to help the ELL's to attain proficiency.

ESL strategies are also utilized in the major content areas in the general education classroom. In our pull-out ESL program our primary goal is to improve student's achievement through a comprehensive Balanced Literacy and Numeric approach that will be also infused in the content areas. Our focus is to use the Regional Point of Entry Model (POEM) to instruction the English Language Learners. Through this model, the ESL students will be actively engaged in interactive mini lessons such as "Read Aloud, Shared Reading, Partner and Small Group Instruction, Independent Work, Whole Class Sharing, Summarizing and follow up activities. The students will also be instructed using the Writer's Workshop model in all genres. We will also implement test-taking sophistication strategies to help the ELL's exceed the standards in all standardized tests.

ESL strategies are also utilized in the major content areas in the general education classroom.

For instance:

- Modeling which includes walking students through an interaction doing a required task together first, or providing students with clear examples of how students from prior years accomplished the task.
- Bridging forges connection between new concepts and language and previous knowledge, a necessary component of all learning. It occurs when students are asked to activate their prior knowledge in anticipation of learning new information and when personal links are made between the new subject matter and students' knowledge and experience.
- Text Re-presentation is the recreation of concepts and language from one genre to another. In representing information from an article in a poster or play, students can access content presented in a more difficult genre as they transform it into an easier genre to produce. Examples of text re-presentation include asking students to transform scientific content into a friendly letter to a peer or family member, changing a poem into a narrative or a narrative into a play.

Graphic Organizers:

One of our goals for the next school year is to ensure that ELL students have a successful year in order to meet the requirements to obtain an advanced level of accuracy and proficiency in the English language. The ESL teacher and ELA teachers will adapt activities that will encourage students to maintain a positive attitude while ensuring academic growth and success. They will prepare lesson plans in which they will use graphic organizers to address specific expected levels of proficiency across the content areas. At the same time, such activities will help ELL students to improve their skills and strengths.

In ELA:

- Identify elements in a story, including characters, setting, plot, problems and solutions.
- Apply thinking skills to reading, writing, speaking, listening and viewing.
- Summarize information from the story.
- Identify the main idea and important details of a passage.
- Understand non fiction material.
- Improve reading, writing, and listening skills.

In Math:

- Understand Math vocabulary.
- Link reading strategies to solve problems.
- Interpret tables, graphs, and charts.
- Match fractions, decimals, and percents to pictorial representations.
- Demonstrate and understanding of Algebra, Geometry, Number and Operations, as well as, Data and Probability.

In Science:

- Predict and observe weather patterns.
- Label, examine, and analyze scientific information.
- Categorize rocks according to their composition.

In Social Studies:

- Sequence events on a time line.
- Understanding of curriculum for their grade.
- Develop map skills.

List of Graphic Organizers:

- Various graphic organizers including story maps, flow charts, and main idea webs.

Cooperative Learning: Students will be working in a cooperative group setting to complete group projects. They will be grouped based on their strengths to develop student to student interaction.

Teachers focus part of their instructional practice in writing and reading, comprehension activities because according to the NYSESLAT scores, those are the two areas where the majority of the ELL's show deficiency. Therefore, students will be able to receive instruction that will help them acquire an advanced level of proficiency and, in addition to receiving stronger ELA instruction, to meet or exceed the NYS and City standards.

Within the four skill areas which are writing, reading, listening and speaking, teachers implement the following strategies:

- Writing:

Brainstorm ideas as a class or in small groups. Use characters from literature, people in the news, family and friends as springboards. Model the whole process involved in developing ideas for writing topics.

Teach sequencing skills according to the order of events and importance.

Develop writing tasks that involve them actively and commit the students to write to a character in response to literature, to write as the author to a character, etc.

Teach the function of the topic sentence and supporting sentences. Teach differences between fact and opinion.

Teach the students the construction of an essay with a thesis statement, two or three developmental paragraph and a conclusion.

- Reading:

Teachers model and share their joy of reading.

Students are provided a variety of literature genres (e.g., short stories, novels, poetry, biographies, essays, informational books, magazines, etc).

Students are provided opportunities to read independently and work individually on some tasks.

- Listening:

Teachers provide opportunities for students to hear other students' responses to the literature they have read.

Teachers promote social skills through listening (e.g., providing and maintaining eye contact, paraphrasing to demonstrate understanding,

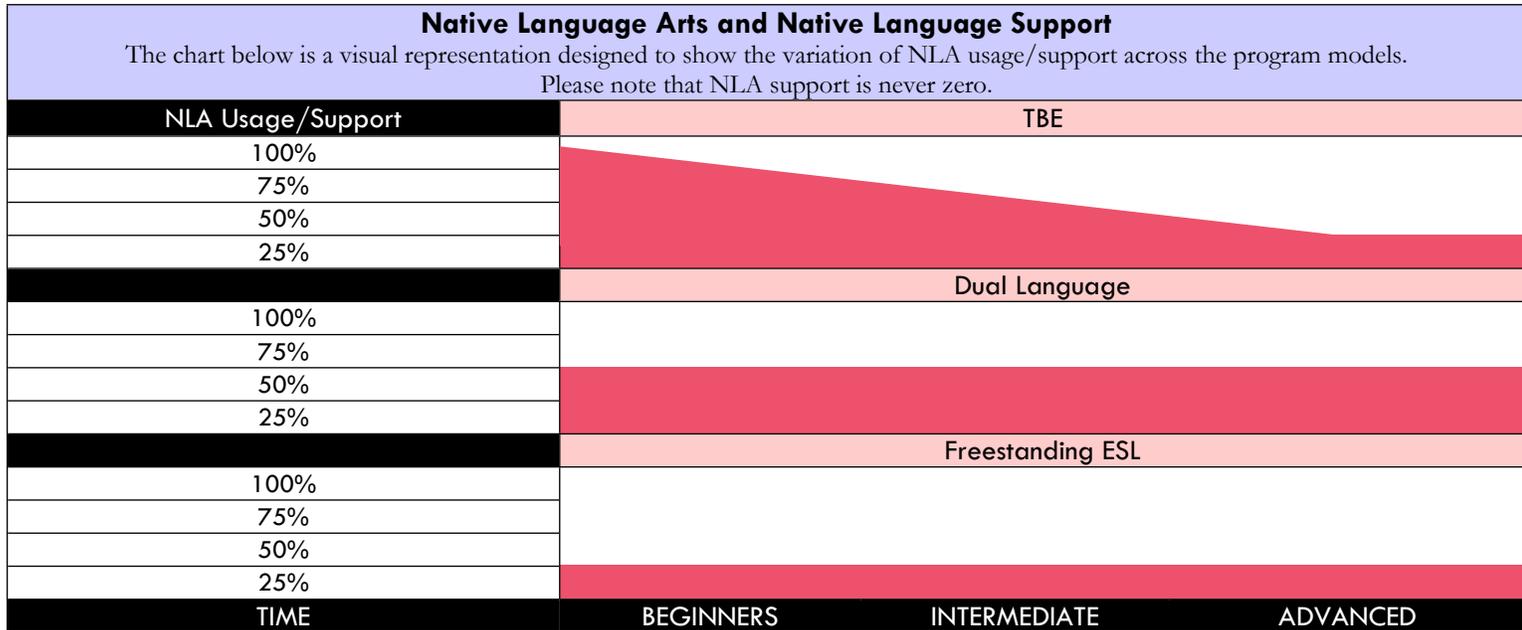
and summarizing what was heard).

- **Speaking:**

Teachers facilitate group discussion. They model and teach language for a variety of purposes (e.g., informing, persuading, sharing feelings, evaluating, imagining, predicting).

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

Since all of the ELL students are Spanish Language speakers, the ESL Department is also interested in helping students to attain a high level of proficiency in their native language. The ESL teacher has realized that due to the lack of instruction in their native language, the students are not able to acknowledge the grammar rules and writing conventions. One of the most successful ways to help them improve their native language skills would be to encourage their participation in an after school program where ELL students could participate in diverse activities to motivate the learning of the Spanish grammar rules and principles.

ELL students should attain proficiency in English to meet or exceed the standards. Academic language development is planned across the content areas. The content area teachers use an inter-disciplinary approach and the Point of Entry model to introduce the language component. They make every effort to differentiated instruction by grouping students heterogeneously. We plan to make every effort to integrate the ESL teacher's expertise across the content areas by implementing the push-in model.

Extra instructional time is provided during the extended day program (37.5 minutes) for students new to the country in order to work on Basic English Language skills. English Language skills are developed through the use of Star Fall (www.starfall.com, an internet web site that introduces students to common sight words and phrases), picture-word recognition games and speaking (conversational opportunities in English).

One of the instructional materials that we use is "Shining Star". This material is designed especially for English Language Learners and targets all proficiency levels. It helps the ELL's meet the standards and it supports teachers in every aspect of instruction. Most importantly, it offers manageable support to motivate students to succeed in English, across the content areas and in their daily lives. Shining Star provides the necessary resources to assure the success in the instructional process. This set includes: Annotated teacher's Edition, student workbook, assessment guide, transparencies, graphic organizers, answer keys, etc.

The following books are being used by all levels of students in order to prepare them for the NYSLAT is "Getting Ready for the NYSLAT and Beyond by Attanasio & Associates and NYSLAT by Continental Press.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

In order to support professional development, teachers meet in teams (during departmental common planning periods) to discuss best practices, create and analyze common assessments, and look at student work.

With the support of our Network, teachers participate in workshops and other professional development opportunities to strengthen their understanding of the ELL learner and share teaching strategies. We have sent the ESL and the supporting general education teacher to QTEL training in the past and when possible this practice will continue so that their training will advance. In turn the ESL teacher shares the strategies with the general education teacher during the push-in session that is being provided for the student.

Most professional development opportunities are done "in-house" during professional learning team meeting. Teachers meet in teams during subject specific common planning to discuss best practices and look at student work. Teachers plan together and discuss teaching strategies to assist English Language Learners, students with special needs and students in the bottom third. Teachers work together to create scaffold assignments, station work, and activities for differentiation.

The school plans to offer some Professional Development Workshops based on QTEL in the areas of scaffolding strategies to content areas teachers, science, social studies and math for the next school year. During the 2008-2009 school year the ESL and the writing lab teacher did go out for QTEL training and it is in the plans for the training to continue.

Teachers meet in subject specific teacher teams once a week and use that time to discuss all their students. ELL students are specifically addressed throughout the year and teachers use interim assessments to monitor their progress and adjust/modify teaching practice to best fit the needs of the students. All general education teachers are involved in common planning, the ESL teacher joins the subject area common planning periodically throughout the year in order to share insights about the students, as well as best practices with the general education teachers. As described above, our integrated program focused on language acquisition at all levels provides support for all ELL students.

E. Parental Involvement

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

Orientation sessions and other programs and workshops are provided to parents where they can actively and effectively engage in extended discussions about most student social and academic situations. Parents are also provided with support materials and resources to ensure student success. Opportunities are made available to parents to participate with school governance decisions [Parent Association and School Leadership Team]. Throughout the year workshops are provided to give the parents some base knowledge on the curriculum that is being presented to their children. These workshops are run by highly qualified staff members who have presented ELA and Math instruction to the parents who attend. This year the attendance at these workshops are between 18 – 34 parents. Several members of the Executive Board along with the parent coordinator attend these meetings also to give assistance. During these sessions refreshments are provided and the parents can also learn about the Parents Association and the School Leadership Team to see if it is something that they would like to be a part of. We have provided a parent lounge right next to the main office so that parents can log onto one of the computers there and check ARIS for their child's progress, attendance, etc.

Parent workshops are scheduled throughout the year by our Parent Coordinator, Parent Association President and the School Leadership Team; they range in topics from health and adolescent concerns to NYS Testing procedures and accommodations. Parents are provided with translated versions of all documentation provided at the workshops as well as a translator. Parent workshops are usually an hour in length, presented in the auditorium, the Parent Association room or the Library. Someone from the Executive Board of our PA is in the building on a daily basis in order to field workshop suggestions, questions or concerns related to our ELL population. Concerns are then brought to the Principal or the School Leadership Team for further discussion.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							5	3	2					10
Intermediate(I)							3	6	7					16
Advanced (A)							7	10	9					26
Total	0	0	0	0	0	0	15	19	18	0	0	0	0	52

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							3	0	0				
	I							1	2	0				
	A							6	9	3				
	P							5	8	13				
READING/ WRITING	B							5	3	1				
	I							3	6	7				
	A							6	9	8				
	P							1	1	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	6	3	1	0	10
7	13	6	0	0	19
8	12	3	1	0	16
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	5		9		1		0		15

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7	9		8		2		0		19
8	7		6		3		0		16
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

We currently use a variety of assessment systems to monitor our ELL population. All students participate in I.S. 131's writing baseline, Fountas and Pinnell running records, Acuity Periodic Assessments (the predictice), and the ELL periodic assessment. These data are shared with the ESL teacher, classroom teacher, administrative team and the curriculum committee. Each member uses the data to inform instruction and make school wide decisions about materials, after school programs and ESL model.

According to the Exam History Report, ELL students are performing lower in reading and writing. Therefore, teaching strategies should be mainly focused in reading and writing across the four content areas (ELA, Social Studies, Science, and Math). ELL students will then have the opportunity to improve their ability to use reading and write in the content areas. In addition to textbooks used as the main information resource, students should also use nonfiction texts, fiction, (including historical fiction) biographies, autobiographies, magazines, newspapers, and photo essays. Use of the internet and videos are also additional sources for improving reading and writing. Teachers can also encourage students to share letters, diary entries, and speeches. Through these sources, students can also read their passages aloud and make connections to real life situations. In order to promote reading and writing across all content areas, ELL students will also be encouraged to write letters to elected officials about educational issues, such as overcrowded classrooms. It would also be appropriate for students to write letters to elected officials on issues pertaining to protecting our environment.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		
	ESL Teacher		11/1/10
	Parent		11/1/10
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		11/1/10
	Coach		
	Coach		
	Guidance Counselor		

	Network Leader		
	Other <u>Testing Coordinator</u>		11/1/10
	Other		
	Other		
	Other		