



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: ALBERT EINSTEIN JHS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08X131

PRINCIPAL: MONIQUE MASON

EMAIL: MMASON3@SCHOOLS.NYC.GOV

SUPERINTENDENT: **TIMOTHY BEHR**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Monique Mason	*Principal or Designee	
Steven Donnelly	*UFT Chapter Leader or Designee	
Jannieka Benjamin	*PA/PTA President or Designated Co-President	
Beatrice Rivera	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Jason Koo	Member/Staff	
Ayana Bryant	Member/Staff	
Eduardo Hernandez	Member/Parent	
Marie Parker	Member/Parent	
Malikah Hameed	Member/Parent	
Majorie Bishop	Member/Parent	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

The Principal should work with the APs to develop clear guidelines and procedures, based on existing data on behavior and achievement, to set clear expectations for academy leaders and teachers in each academy, ensuring that a schoolwide and cohesive direction for growth is in place. (SQR, 2012, p. 3)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

____ 2.2 School leader's vision

 X 2.4 School leader's use of resources

____ 2.3 Systems and structures for school development

____ 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

By June 2013, students meeting proficiency in Math and ELA in grades 6 – 8 will increase by 5% as measured by the 2013 NYS ELA and Math assessments.

Instructional strategies/activities

- Four rigorous units of study in English Language Arts (revised to align to the CCLS) in each grade, units include formative and summative assessments.
- Middle School Quality Initiative: (6th Grade Focus): Tier II intervention program (Just Words, Rewards), Independent Reading Program (guided reading, conferencing, reciprocal reading, literature circles), Increased number of English Language Arts classes (10 periods) (7th Grade Focus): Achieve 3000 (guided reading), Independent Reading Program (3 times a week, guided reading, conferencing), Word Generations (8th Grade Focus): Independent Reading Program (3 times a week, guided reading, conferencing), Word Generations
- Creating a Culture of Literacy Action Plan (Year 6 – revised): Reclaiming Independent Reading, Pilot Technology Programs/Activities, CCLS aligned Units of study, School Wide Writing Rubrics
- Professional Development on Content Area Literacy and the Development of CCLS Aligned Tasks
- Frequent cycles of observation (informal and formal, focus on Danielson Framework Components, 3b, 3c)
- Weekly common planning (looking at student work, professional development)
- Increase professional support around Literacy Givens, Creating a Culture of Literacy Actions Plan etc. (Consultants, ELA AP)
- Creative School Services Budget (ELA)
 - 8 days at \$1,200 for \$9,600
 - 4 days at \$1,250 for \$5,000
- Increase the amount of student reflection and student goal writing (by unit)
- Offer integrated Algebra Regents Course (Selected 8th graders)
- Regents Budget
 - Two teachers for 41 hours at \$42 for \$3,444
- CCLS aligned units of study to enhance Impact Mathematic Curriculum (Learning cycles)
- Alignment of Impact and CMP to the CCLS with bridge guidance for teachers
- CCLS aligned performance based benchmark tasks
- Weekly grade level common planning (planning tasks, looking at student work)

- Frequent cycles of observation (informal, Danielson Framework, 3b, 3c), teacher
- Increase the amount of student reflection and student goal writing (by unit)
- Increase professional support around CCLS aligned Mathematics instruction (AUSSIE Consultant, Math AP)
- AUSSIE Consultant Budget
 - 5 days at \$1,175 for \$5,875.
- A Saturday academy will be offered to assist students in preparation for the New York State Math and ELA exam.
- There will be a total of 8 sessions
- The Saturday academy will have 120 to 150 students, there will be 10 teachers, two APs to supervise the program.
- There will also be an ESL session that will have up to 45 students and 2 teachers.
- The students and teachers will be in session from 9:00 a.m. to 12:00 p.m.
- The supervisors will be in session from 8:30 a.m. to 12:30 p.m.
- Teachers and APs will be paid the respective per session amount.
- Saturday Program Budget
 - 10 Teachers at 28 hours for 7 sessions which comes to \$8,815.
 - 2 Supervisors at 28 hours for 7 sessions which comes to \$2,941.12.
- Aligning Science Common Core Tasks with Literacy Standards (Science Consultant)
- Creative School Services Budget (Science)
 - 4 days at \$1,100 for \$4,400.
- Preparation, Assessing, and Evaluation of CCLS Aligned Simulated Assessments
- Two teachers at 140 hours at \$42 per hour for a total of \$8,736.
- Coverage for Academic Programs for teachers scoring exams out of building (Per Diem).
- 6 Teachers for 16 days at \$152 for \$14,592.
- Crisis Intervention outreach and support of after school and daily instructional activities.
- 3 Teachers at 2 hours for 40 weeks at \$42 per hour for \$10,080.
- Development of teacher teams in 4 subject areas for development of performance tasks aligned to CCLS, development of CCLS assessments, looking at student data, and curriculum development.
- 4 subjects at 300 hours at \$42 per hour for a total of \$50,400.
- 5 supervisors at 57 hours at \$52.52 per hour for a total of \$14,968.20.

Budget and resource alignment

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Title 1/Focus

Service and program coordination

- Fiscal alignment through galaxy will entail the following budget indicators: Educational Software/Licenses (Achieve 3000) Activity Code V2BB, OTPS funds General Equipment (Hardware, Mac Laptops for Achieve 3000), MS Task Force Line: GKGM1 (per session for teacher teams, curriculum writing), Activity Code U7FI (Creative School Services Consultant, AUSSIE Consultant), Title III Monies (after school program, select ELLs).

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

School leaders should work with teachers to examine instructional practice in ELA and content areas and incorporate strategies that scaffold instruction to support students at their instructional reading levels (SQR, 2012, p. 3).

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

By June 2013, 90% of teachers will engage in the collaborative inquiry process on teacher teams to develop curriculum maps and rigorous CCLS aligned tasks in the core subjects for all students (including ELLs and SWD). Units of study will include common benchmark assessments and a culminating performance task with targets and multiple entry points to ensure all students are successful. Evidence of CCLS aligned tasks includes teacher team meeting agendas and minutes, informal and formal observation, as well as student work. Social Studies and Science will create their own CCLS aligned tasks which respective content APs will oversee during common planning periods and focuses for each meeting.

Instructional strategies/activities

- Teachers have scheduled in common preparatory times each week.
- Outside contractors (Creative School Services) assist in the writing of curriculum maps and CC-aligned tasks and benchmark assessments.
- APs oversee the common planning periods and provide agendas to ensure that the meeting periods are used effectively.
- School leaders will revisit and oversee the push-in and pull-out ESL program, to ensure that ESL instruction is fully coordinated with the ELA curriculum at each grade level.
- Use of Instructional Leads to support teachers.
- Network Achievement Coach serves as a resource and will be collecting and reviewing student work samples on the CCLS bundles aligned to the 2012-2013 Citywide Instructional Expectations.

Budget and resource alignment

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

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

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: _____

Service and program coordination

- See Galaxy 2012-2013. Budget codes such as TL FSF, MS Task Force, ARRA RTTT, City-wide Expectation, Title 1 SWP, etc.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

School leaders should provide PD on how to build higher order thinking skills in both lesson plan development and classroom instruction. Teachers should use questioning strategies learned in PD in daily lessons. School leaders should make questioning techniques a focus of the observation process (SQR, 2012, p. 3)

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- By June 2013, 90% of the teachers will demonstrate proficiency in the quality of questions (Danielson 3b). This will be measured by school leaders in their informal and formal observations.

Instructional strategies/activities

- Professional development by outside consultants (creative school services) on Danielson 3b, a focus on higher order thinking questioning.
- School leaders will observe teachers with a focus on higher order thinking questioning.
- Identify teachers who are demonstrating proficiency in higher order thinking questioning skills, as well as teachers who are developing.
- Encourage inter-visitation amongst developing teachers to visit classroom deemed as proficient to assist in questioning practices and strategies.
- Use of ARIS to have teachers identify professional goals for the academic year, and identify their strengths and areas that need improvement.
- Use of ARIS online tools to assist teachers in becoming proficient in questioning tactics and quality of questions.
- Frequent cycles of observation. Informal observations will be completed using Teachscape.
- Teachers will complete Danielson 3b survey and be provided with aligned feedback to the teachers.

Budget and resource alignment

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

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

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: _____

Service and program coordination

- See Galaxy 2012 – 2013. Budget codes such as TL FSF, MS Task Force, ARRA RTTT, City-wide Expectation, Title 1 SWP, etc.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

The Principal should work with the APs to develop clear guidelines and procedures, based on existing data on behavior and achievement, to set clear expectations for academy leaders and teachers in each academy, ensuring that a school-wide and cohesive direction for growth is in place (SQR, 2012, page 3).

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

By June 2013, school leaders will continue to integrate positive behavior intervention systems to support the decrease of student suspension by 5% as evidence by OORS 2012 – 2013 data reports,.

Instructional strategies/activities

- School wide PBIS implementation (incentive chart/point system, Perfect 10! Leading by Example Program, incentive activities)
- The data garnered from the PBIS charts and SWIS forms will be collected by the homeroom teachers and then inputted and analyzed by the deans.
- The deans will be supported by the guidance counselors in this task. Each academy AP will supervise to ensure that the task is being completed effectively.
- Monthly Youth Development Meetings (Network, Principals, Deans, Guidance Counselors)
- Adhere to all steps in Chancellor’s Regulations before it reaches Level 4 or 5 (ladder of referral, including use of PRIM, conduct sheets, at-risk counseling, daily detention, professional development –OORS and SWIS)
- Expand Anti-Bully Program (increase teacher involvement, increase assemblies, increase student participation)
- Team building within each academy (with students and teachers)
- Daily Detention (Monday – Thursday) Deans, teachers, same day
- Professional Development (classroom management, Danielson – Domain 2)
- Clear expectations for Deans (check section sheets daily, walkthrough periods 1 and 2, communication to AP and Teachers – via email – daily, weekly updates on major offences, lessons with students on code of conduct book)
- Check and Connect program, Mentoring (chronic absentees, holdover, level 1’s)
- Daily attendance phone calls (family workers, school aides, guidance counselors, deans)
- Monthly Academy Academic Intervention Team Meetings
- Celebrate monthly perfect attendance (individuals)

Budget and resource alignment

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

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: AIDP

Service and program coordination

- See Galaxy 2012 – 2013. Budget codes such as TL FSF, MS Task Force, ARRA RTTT, City-wide Expectation, Title 1 SWP, AIDP, etc.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

School leaders and teachers should develop a plan for the integration of technology to be used by teachers and students to support classroom instruction. School leaders should identify accompanying PD to support the plan and should hold teachers accountable for implementation of the strategies learned. (SQR, 2012, p. 5).

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility

6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- By June 2013, 90% of teachers will participate in using Engrade (an online grade book), to increase communication between teachers, students, and parents/guardians in promoting higher student academic achievement.

Strategies to increase parental involvement and engagement

- Run professional developments to model, introduce, and address issues in using Engrade
- Professional development should be held so that it is turn keyed in the classroom to improve student achievement
- Academy meetings to assess any issues on a local level
- Professional development and workshops to parents to model, introduce, the usages of Engrade to increase communication between parents, teachers, and students.
- All meetings should have an agenda
- Providing transportation (such as Metro Cards), culinary services, and teacher support (such as Teacher Appreciation day).
 - Budgeted at \$7,868

Budget and resource alignment

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

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

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: AIDP, Title 1
 Priority/Focus

Service and program coordination

- See Galaxy 2012 – 2013. Budget codes such as TL FSF, MS Task Force, 21st Century, Title 1 SWP, Title 1 Priority/Focus Family Engagement, etc.

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • Achieve 3000 • Just Words • Reciprocal Reading • Guided Reading 	<ul style="list-style-type: none"> • Small group (pull out and push in). • One-to-one 	<ul style="list-style-type: none"> • During the school day. • After the school day – 50 minute extended day that meets on Tuesday and Thursday.
Mathematics	<ul style="list-style-type: none"> • Use of hands on manipulatives to improve conceptual understanding. • Peer coaches. • Heterogeneous grouping to promote collaborative learning. • One-on-one tutoring and conferencing with students. • Pull out services for SETTs students. • Integrated Algebra Mathematics program offered to students prior to the school day and after the school day to students who have achieved a level 4 and a high level 3. • Skills intervention for students to gain fluency in content as stated in the 	<ul style="list-style-type: none"> • Small groups of not more than ten students. • Whole Class/Small Grouping • One-to-One • Small group 10:1 for general education students and 5:1 for special needs students 	<ul style="list-style-type: none"> • During the school day. • After the school day – 50 minute extended day that meets on Tuesday and Thursday.

	<p>CCSS. Performance Tasks allow for multiple level entry points enabling all students to work on and solve problems depending on their learning style and/or ability.</p> <ul style="list-style-type: none"> • Teachers use data from different sources including exploratory lesson for each Learning Target to group students to allow for differentiated instruction. 		
Science	<ul style="list-style-type: none"> • Reading non-fiction complex material in Science. • Graphic organizers to help read through complex text and assist in the writing process. • Grade 8 students get reinforcement in hands-on activities in preparation for the NYS Science exam in June. • Response to Intervention and Differentiated Instruction • Standards Driven Instruction • (2) CCLS Tasks – All grades 	<ul style="list-style-type: none"> • Small groups of not more than ten students. • Whole Class/Small Grouping • One-to-One 	<ul style="list-style-type: none"> • During the school day. • After the school day – 50 minute extended day that meets on Tuesday and Thursday.
Social Studies	<ul style="list-style-type: none"> • Reading Non –fiction / historical fiction, biographies for informational and instructional purpose. • Graphic organizers to 	<ul style="list-style-type: none"> • Small groups of not more than ten students. • Whole Class/Small Grouping • One-to-One 	<ul style="list-style-type: none"> • During the school day. • After the school day – 50 minute extended day that meets on Tuesday and Thursday.

	<p>assist with the development of DBQ's.</p> <ul style="list-style-type: none"> Grade 8 Simulated State Exam for HS preparation. 		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> Guidance counselors provide individual and small group setting counseling to meet the emotional needs of students. Guidance counselors provide outreach to the community or household in order to support and foster the emotional social of a student. School Psychologists test students to determine proper placement of the student so that he/she will be in the best academic setting for that respective individual. School Psychologists provide counseling services to students. Social worker counsels at risk students. Social worker also interviews parents to procure the students social history and illustrate a holistic view of the student's living and learning environment. Social worker also observes students in the classroom to determine the students' behavior and 	<ul style="list-style-type: none"> Small groups of not more than ten students. Whole Class/Small Grouping One-to-One counseling as needed Small groups at risk SETSS, at risk counseling, RAPP program. 	<ul style="list-style-type: none"> During the school day. After the school day – 50 minute extended day that meets on Tuesday and Thursday.

	mannerisms in class.		
--	----------------------	--	--

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

The Albert Einstein Junior High School believes that hiring and developing highly effective teachers is one of the cornerstones to producing a highly effective learning environment.

In order to ensure that all staffing needs are met, teachers first must be deemed highly qualified by the New York State Department of Education. Hiring at I.S. 131 starts in the spring. The vacancies are posted and resumes are vetted by the Principal and her cabinet via the New York City open market system. I.S. 131 then follows through by having candidates go through a rigorous hiring protocol. Teachers are invited to interview with the hiring committee, which includes members of the cabinet and teachers. Interviewees are asked to bring a portfolio to the interview; the portfolio should include sample student work, lesson plans, teacher data tools, observations and other letters of commendation. Teachers deemed well qualified by the hiring committee are then asked to do a demonstration lesson at the school. Members of the cabinet observe the demonstration lesson and students are asked to rate the teacher. After the demonstration lesson the interviewee participates in a lesson debrief and reflection. Teachers are notified of acceptance by the Principal and invited to new teacher training during the Professional Development days in late August.

Throughout the school year, probationary and tenured teachers participate in on-going professional development. Professional development opportunities include common planning, where teachers work together to develop clear and coherent instruction, as well as CCLS aligned tasks and lessons. Teachers meet in Professional Learning Teams where they look at student work in cross-discipline meetings. There are also Academy Meetings where teachers discuss current issues, solutions, and strategies to improve the school as well as improving communication amongst staff. MSQI Professional Development includes teacher training in Tier II and Tier III interventions systems (Just Words, Rewards, Wilson). There is outside professional development for Math teachers for the development of CCLS aligned tasks. I.S. 131 also has Creative School Services consultants working with grade teams and APs in ELA, Science, as well as helping the school create action plans to meet the Citywide Instructional Expectations. A Math AUSSIE consultant works with the AP and teacher teams in developing CCLS aligned units and lesson plans. Through Network 608, the Albert Einstein Junior High School has Instructional lead meetings and BRT Meetings. I.S. 131 also provides all their new teachers with a mentor through the city Mentoring program, where new teachers are supported and counseled by a more seasoned teacher.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in I.S. 131. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes

providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;
- a Saturday academy designed to help prepare students for the New York State Math and ELA exam, and also offer simultaneous parent workshops to encourage community growth as well as academic improvement amongst the students.

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/Rudy Rupnarain	District 08	Borough Bronx	School Number 131
School Name The Albert Einstein School			

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

Principal Ed Leotta	Assistant Principal Megan Gundogdu
Coach	Coach
ESL Teacher Loida Altidor	Guidance Counselor Ayana Bryant
Teacher/Subject Area Camille Ratjen	Parent
Teacher/Subject Area	Parent Coordinator
Related Service Provider	Other
Network Leader	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	842	Total Number of ELLs	54	ELLs as share of total student population (%)	6.41%
------------------------------------	------------	----------------------	-----------	---	--------------

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

All new student admits are given a copy of the home language survey by the pupil personnel secretary (A. Menihan). With the assistance of our licensed ESL teacher (L. Altidor), who also acts as translator (speaks Spanish), the home language survey is filled out and an interview is conducted with both the student and the parent (in their native language if applicable). If it is determined that the students speaks a language other than English our ESL teacher along with our Testing Coordinator (C. Ratjen) organize and administer the LAB-R and/or the Spanish LAB within 10 days of admittance. The LAB-R and/or the Spanish LAB 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. The ESL teacher in partnership with the Parent Coordinator (B. Butler), Testing Coordinator and Assistant Principal ensures the receipt of the the entitlement letters from new admits within 10 days of registration. This is done through initial contact with the parent at registration, reminders letters sent home via backpack and calls from the ESL teacher. The Home Language Surevey is kept in a file with the pupil personnel secretary (A. Menihan). Already enrolled ELLs receive the entitlement letter wihtin the first month of school, a copy is kept in the Testing Coordinators office and follow up is done via phone calls by the ESL teacher.

Ms. L. Altidor (ESL teacher) with the help of an Assisnat Principal (M. Gundogdu) and the testing coordinator (C. Ratjent) use multiple measures and reports (RYOS on ATS, NYSESLAT Results, BESIS Report, Intrim Assessments results) to indetify further ELL eligiabilty and program placement for beginners, intermediates, and advance stuentns. There are fifty-four ELL's. ESL instruction is provided based on the LAB-R and NYSESLAT results which indicate that there are sixteen beginners, eighteen intermediate, and twenty advanced students. Ffifty-three out fifty-four 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

This school offers (check all that apply):

Transitional bilingual education program

Yes

No

If yes, indicate language(s):

Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
-----------------------	------------------------------	--	-------------------------------

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained Push-In								5	4					9
							20	12	13					45
Total	0	0	0	0	0	0	20	17	17	0	0	0	0	54

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	54	Newcomers (ELLs receiving service 0-3 years)	23	Special Education	11
SIFE	0	ELLs receiving service 4-6 years	20	Long-Term (completed 6 years)	10

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	23	0	2	20	0	5	10	0	4	53
Total	23	0	2	20	0	5	10	0	4	53

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0

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
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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		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									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____ Asian: ____ Hispanic/Latino: ____
 Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							20	16	16					52
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1	1					2
TOTAL	0	0	0	0	0	0	20	17	17	0	0	0	0	54

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

A. Programming and Scheduling Information

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-four 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. English Language Learner students are programmed along side non English Language Learner in heterogenous classes traveling together as a group. Most often, English Language Learners are programmed in the same block class (approximately 6 ELLS in one General Education Class) in order to facilitate our ESL push-in model (two teachers in a room, one general education teacher and one licensed ESL teacher). English Language Learners at all levels are provided with the same, standards-based instruction as general education students.

In our freestanding ESL program we are servicing 53 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 NYSESLAT results] and is consistent with CR Part 154 units of instruction requirements. It is also aligned with SED ESL Learning standards. English is the predominate language of instruction.

ESL strategies (use of graphic organizers, modeling, read alouds, shared reading, translated text, buddy teaching, use of visual aids to develop vocabulary etc.) are also utilized in the major content areas (Social Studies, Science, ELA and Math) by the general education teachers. Those students who don't speak English are served through the push-in model specifically during some ELA and math periods.

In addition to their regularly scheduled program, ELL students receive extended day support through the extended day program, provided two times a week for 50 minutes. Two of our licenses ESL teachers (L. Altidor and M. Brooks) as well as a licensed Foreign Language Teacher (M. Lewis) provide a combination of NYSESLAT test preparation and writing support during the extended day program.

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 53 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. 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 (Science, Social Studies, Math and ELA) in the general education classroom (taught in English), in which our ELL population are regularly scheduled. 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.

We do not currently formally assess our students in their native language. Native language assessment is done by our ESL teacher through informal and formal conversations. The ESL teacher has students write in their native language and respond to native language texts throughout the year to monitor native language skills.

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

A. Programming and Scheduling Information

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 representation 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 (0-3 years) 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. Newcomers are still part of the free standing ESL program and the general education classroom (taught in English), the program is differentiated in that these students get a combination of push-in and pull-out services. Students receive native language support and development during pull-out sessions and English language support and development during push-in sessions. Newcomers students are also invited to attend our extended day activities with our licensed ESL teacher.

Students who receive service from 4-6 years are also a part of our general education program, they receive primarily push-in support (from the ESL teacher), they are also invited to participate in our extended day program with a variety of licensed pedagogues for extra support of in-class and homework assignments. Teachers will work with these students on vocabulary development, writing, and academic language.

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, specifically around the construct and question types they will see on the NYSESLAT exam. Students who have been in ESL for over six years will also be supported during the extended day program, allowing them extra teacher support and development of at least two times a week in small groups.

We seriously dedicate ourselves to serve special education students with the same type of material, resources and quality of instruction as any other student. SWDs follow a similar block program in where Special Education content experts deliver instruction and facilitate learning based on the students individual education plan and level of language proficiency. ELLs who are served by their IEP follow subject specific units of study, differentiated based on ability. In class supports in Special Education classrooms include ScanTron Performance Series instruction (online testing and differentiation material), Rewards and Wilson support. Teachers also provide students with leveled text and support questions to increase English Language comprehension and fluency.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area

Language(s) of Instruction

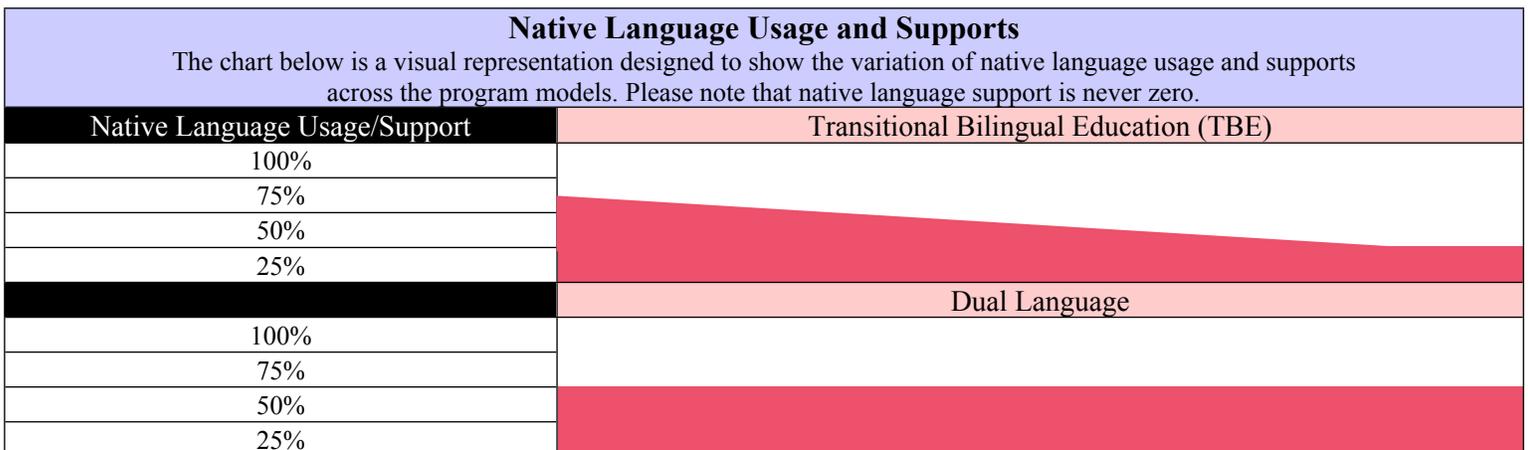
Class/Content Area

Language(s) of Instruction

Native Language Arts	
Social Studies:	
Math:	
Science:	

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

Targeted intervention programs for ELLs are similar to those in the General Education program. Intervention is targeted and specific. A ELL student who is recommended, by their classroom teacher, to the academic intervention team (comprised of the guidance counselor, assistant principal, IEP team, attendance teacher and invited teacher guests) are prescribed a variety of intervention services, based on need. Students' intervention services include, small group instruction that mimics the day instruction (extended day program), guided reading support, Wilson Program, Rewards, and push-in services by licensed teachers. Intervention and service support correspond to each ELLs' age and grade level.

Because the ELL population is completely integrated with the general education population, the language elective Spanish is offered in 8th grade. Our Spanish Language teachers do differentiate their classroom instruction between native and non native speakers, prepare native speakers to take the Spanish Proficiency Test (high school Spanish credit) and encourage them to further develop their Spanish language, reading, writing, speaking and listening skills.

For those students who have reached proficiency on the NYSESLAT, we provide transitional support. We provided students and parents notification of testing accommodations (separate location, extended time, native language glossaries, translated copies of the math and science exams), encourage them to receive extra support during Saturday Test Prep. Academies, and extended day services.

Since 99% 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 supports native language instruction, specifically with newcomers, during pull out ESL instruction. Students are able to respond to in class teacher prompts in Spanish, with support of the ESL teacher and are provided with Spanish novels to support independent reading practice and ELA skill development. In Math, general education teachers, with the support of the ESL teacher, provide students with Math problems in their native language.

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 differentiate 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.

Instructional materials vary based on subject specific units, the ESL teacher supports and scaffolds materials used in the subject specific units of study (push-in model). During pull-out ESL sessions the teacher uses the following instructional material: 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. All levels of students, more so the Advance Level ELLs, are using "Getting Ready for the NYSLAT and Beyond by Attanasio & Associates and NYSLAT by Continental Press to prepare for the difficult NYSESLAT exam. Extra instructional time is provided during the extended day program (50 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).

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)?

Not Applicable

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 (professional development) 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 given 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)							8	4	4					16
Intermediate(I)							5	7	6					18
Advanced (A)							7	6	7					20
Total	0	0	0	0	0	0	20	17	17	0	0	0	0	54

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A							6	5	7				
	P							1	1	0				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	10	3	0	0	13
7	13	4	0	0	17
8	7	6	0	0	13
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	7	0	9	0	1	0	0	0	17
7	5	0	12	0	0	0	0	0	17
8	9	0	5	0	0	0	0	0	14
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	8		13		11		2		34
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				
Integrated Algebra				
Geometry				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

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. We do not have current reading data, as our Fountas and Pinnell running records assessments are incomplete, they are due November 11, 2011. Previous data reveals a need for Spanish speaks to practice fluency and increase their sight word vocabulary. The ESL teacher provides beginner students with sight word lists (to practice during pull out sessions and at home) as well as an opportunity to work on reading fluency using Starfall. More advance students struggle with writing skills therefore push-in time is aligned to writing work aligned to the unit of study.

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.

Our data shows that most of our ELL students do well on the NYS ELA exam (most scoring 1's and 2's), but students are unable to pass the NYSESLAT exam due to its construct. The NYSESLAT Exam does not look like any other NYS Standardized Exam. An after school program is offered from February to May, three times a week (1.5 hours per session), by our certified ESL teacher. The after school program is open to all ELL students, grades 6-8, and works to prepare them for the NYSESLAT exam administered in late May. Students work in small groups (differentiated by level) with the ESL teacher using a NYSESLAT test preparation book, Getting Ready for the NYSESLAT and Beyond. Advanced students use the textbook throughout the year (during and after school) and concentrate on test sophistication skills that will also help them on other NYS Exam (Math, ELA, SS and Science).

Using many of the data points described above as well as student work, the ESL teacher, Assisnat Pricnipal, and Testing Coordinatator monitor ELL progress and adjust the program to allow the most at-risk students get more support. The extended day program is anaylzed through a system of short reading and writing passages to determin progress, unit summative assessments are collected and anaylazed by bother the Assistant Principal of the department and ELA grade teams to monitor progress and determin next steps.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Edward Leotta	Principal		1/1/01
Megan Gundogdu	Assistant Principal		1/1/01
Blanche Butler	Parent Coordinator		1/1/01
Loida Altidor	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ayana Bryant	Guidance Counselor		1/1/01
Rudy Rupnarain	Network Leader		1/1/01
Camille Ratjen	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 08X131 **School Name:** The Albert Einstein School

Cluster: 6 **Network:** 608

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The data and methodologies used to assess our school's written translation and oral interpretation needs are recorded and maintained on emergency cards and home language surveys. Student's Home Language Survey's were examined to determine the primary language spoken by both students and parents. In addition, data from ATS is examined in the form of the RHLA report. The data from this report was examined at the beginning of the school year to determine language translation of materials for both students and parents. Data reveals that a majority of our parents prefer correspondence from the school (either oral or written) is done in English (650 parents) and 210 parents prefer communication in Spanish. The findings will be shared at faculty conferences (academy meetings, department meetings, and monthly faculty conferences) and through ARIS. ARIS has been an important tool in the school community. ARIS allows teachers to access vast amounts of data (including the home language survey) through the portal.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The majority of our non-English speaking parents speak Spanish. The minority of our non-English speaking parents (1-3) speak the following languages, Afrikaans, Arabic, Belorussian, Bengali, French, Italian, Mandinka, Niger-Congo, Soninke, Sukuma, Twi, and Urdu. After talking to the larger school community (Academy Assistant Principals, Parent Coordinator, Teachers, and Parents) the greatest needs that have been reported were the need for Spanish translators when teachers, guidance counselors, deans, and/or Assistant Principals are attempting to contact parents by telephone and in person. Oral interpretation is our highest need, especially during parent conferences (disciplinary or academic in nature).

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.

The written translation services the school will provide will focus on the translation of memos pertaining to school wide business, Saturday Academy, extracurricular activities, and after-school tutoring. All the translations communicate information about the school's academic programs, and student participation and academic performance. All written Spanish translations will be provided by our teachers and parent coordinator. We will use the Department of Education's translation services to meet the needs of the other students and parents whose home language is not English or Spanish. The majority of the translations will be done well in advance when done in-house. Those requiring the Department of Education's translation services will be given at least 3 weeks for translation.

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.

Oral translation services will be provided by school staff (school aides, paraprofessionals, teachers, assistant principals, parent coordinator etc.) and parent volunteers. When needed, the Translation and Interpretation Unit and BETAC will be used to provide translation for languages that cannot be translated at school.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school has provided parents that speak a language other than English with a translated Bill of Parents Rights and Responsibilities. We have appropriate school signage and forms in both English and Spanish. The school will provide parents whose primary language is not English or Spanish with written notification of their rights regarding translations and interpretation services. We will post, near the school's main entrance, notification of the office and room where a copy of written notification of parental rights regarding translation and interpretations can be found. The sign will be written in all applicable languages. The school's safety plan will include procedures for ensuring that parents in need of language assistance will be able to communicate with administrative offices. Parents will also be notified of the Departmental website they can go to learn of their translation and interpretation rights and services.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: The Albert Einstein School	DBN: 08X131
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 25
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: ?????

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our comprehensive after school program runs from November to May, two days a week (Tuesdays and Thursdays, 3:20-5:30) for all invited 6th, 7th and 8th grade ELL Students. English Language Learners are involved in NYSESLAT test preparation (using the textbook *Studying for the NYSESLAT and Beyond*), vocabulary work, listening and speaking practice (paired conversations and academic conversation) as well as reading and writing activities for half of the period and Achieve 3000 for the second half of the block.

Services are provided by one licensed ESL teacher. Academic work is done in English with Spanish support provided for the beginning level students. Students were targeted by the ESL teacher using the ELL periodic assessment Data, the 2012 NYSESLAT scores, and teacher observational data. Students are grouped in two levels; one group is comprised of beginning level ELL students who need extra support primarily in the speaking and listening section of the NYSESLAT and another group of intermediate students who have the chance to pass the NYSESLAT by working primarily on their reading and writing skills.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Most staff development is done through our Professional Learning Teams and Common Planning. Every teacher in the school is involved in a professional learning team where teachers meet to discuss best practices, look at student work, analyze assessment data and focus on subgroups (such as ELLs). Our English Language Learners are only 7% of our student population, but are discussed at almost every PLT meeting. Teachers meet weekly in teacher teams focusing on how to scaffold tasks to meet the needs of ELLs, integrate pre-reading strategies that will help ELLs access text and understand difficult content area concepts, and how to use cooperative grouping to engage students in accountable talk. Formal, centrally based professional development is attended by our ESL teacher who turn keys important information to subject area Assistant Principals to share with their PLTs.

Our school is participating in Wilson Just Words as a Tier II intervention. Ms. Altidor (ESL Teacher) attended a Just Words Professional Development on September 24th and September 25th; from 8:30 am thru 3:30 pm. The duration of the professional development will be intermittent for the duration of the program and the topics that were covered will support the ESL teacher in the skills and tools she needs to help our English Language Learners become fluent, independent readers. The professional

Part C: Professional Development

development will be followed up every 6-8 weeks during the school year with coaching sessions held at the school by David Marsh, a Wilson Just Words provider.

Ms. Altidor will also attend a PD on Achieve 3000 hosted by Troy Akiyama on December 4, 2012. Achieve 3000 is an online assessment tool that utilizes the Lextile Framework to measure our English Language Learner students reading comprehension for accurate placement in the program. The program uses this information to precisely match each student to the "just right" leveled text. Mr. Akiyama will meet with the school every 6-8 weeks. Beginning January 2013, Ms. Altidor (ESL teacher) will be hosting an after-school program for all English Language Learners. She will meet with the participants on Mondays from 2:30-4:30 pm and Wednesdays from 3:30-4:30 pm. During these sessions she will implement Achieve 3000.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: English Language Learner parents are invited to all IS 131 parent workshops. Parent workshops are held throughout the year (an average of two a month), topics include: orientation to the ARIS parent link, overview of academic program and curriculum, high school application process, cyber bullying and internet issues, preparation for the NYS ELA and Math exams, and individualized education plans. Parent workshops are held during the day by IS 131 staff members, teachers, administrator and our parent coordinator are involved in developing appropriate materials and leading the parent workshops. If translation (Spanish) is needed we provide on site translation during the workshop as well as translated paper communication. We target, send invitations to, all 58 of our ELL families, usually 3-4 ELL families are in attendance. We do have an excellent turnout of ELL families at our celebratory events (honor roll assembly, concerts etc.).

Parents were invited by mail to participate in a formal informational meeting with the ESL teacher and Parent Coordinator.

On November 20th, parents were invited to learn how to log onto I.S. 131's school website and Engrade, where they can see their children's grades and receive regular homework alerts.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session 		

Part E: Budget

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

Allocation Amount: \$

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