



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: ALBERT EINSTEIN JUNIOR HIGH SCHOOL

DBN (i.e. 01M001): 08X131

Principal: MONIQUE MASON

Principal Email: MMASON3@SCHOOLS.NYC.GOV

Superintendent: TIMOTHY BEHR

Network Leader: RUDY RUPINARIAN

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Monique Mason	*Principal or Designee	
Stephen 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	
Evelyn Ibarra	Member/ Parent Member	
Michelle Robinson	Member/ Parent Member	
Melissa Rodriguez	Member/ Parent Member	
Heidy Monfredo	Member/ Parent Member	
Marjorie Bishop	Member/ Parent Member	
Eduardo Hernandez	Member/ Parent Member	
Marie Parker	Member/ Parent Member	
Marian McCauley	Member/ UFT	
Geraldine Plair	Member/ UFT	
Lori Wheal	Member/ UFT	
Maureen Rose	Member/ UFT	
Jason Koo	Member/ UFT	
	Member/	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

School Information Sheet for 08X131

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	726	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	28	# SETSS	15	# Integrated Collaborative Teaching	14
Types and Number of Special Classes (2013-14)					
# Visual Arts	9	# Music	22	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	76.3%	% Attendance Rate		90.4%	
% Free Lunch	100.0%	% Reduced Lunch		0.0%	
% Limited English Proficient	7.7%	% Students with Disabilities		20.3%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.4%	% Black or African American		37.8%	
% Hispanic or Latino	57.9%	% Asian or Native Hawaiian/Pacific Islander		3.4%	
% White	0.5%	% Multi-Racial		0.1%	
Personnel (2012-13)					
Years Principal Assigned to School	5.34	# of Assistant Principals		4	
# of Deans	N/A	# of Counselors/Social Workers		4	
% of Teachers with No Valid Teaching Certificate	3.1%	% Teaching Out of Certification		5.0%	
% Teaching with Fewer Than 3 Years of Experience	13.9%	Average Teacher Absences		6.3	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	11.2%	Mathematics Performance at levels 3 & 4		6.5%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		46.4%	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		No
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		Yes
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	No			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP						
Describe the strengths of your school's 12-13 SCEP.						
The strength of the school's 12-13 SCEP is the instructional strategies and activities.						
Describe the areas for improvement in your school's 12-13 SCEP.						
The area to improve is goal one of our school's 2012-13 SCEP.						
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.						
A major barrier to developing our school's 2012 – 13 SCEP was having the funds to support our instructional strategies. The change of leadership and aligning the educational philosophies with the school programming.						
Describe the degree to which your school's 12-13 SCEP was successfully implemented.						
The school's 2012-13 SCEP was successful in goals two through five and we are approaching our goal for goal one.						
Were all the goals within your school's 12-13 SCEP accomplished?				<input type="checkbox"/>	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If all the goals were not accomplished, provide an explanation.						
We did not accomplish goal one because of the change of the content and scale scoring of the New York State Exam.						
Did the identified activities receive the funding necessary to achieve the corresponding goals?				<input checked="" type="checkbox"/>	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
A challenge that we anticipate is being able to compare and contrast data from the prior year to this year due to the difference in the scale scoring, rubric, and design of the exam. Loss of fiscal resources to reduce class sizes.				
List the 13-14 student academic achievement targets for the identified sub-groups.				
The achievement target for English Language Learners is to improve English Language Learner Progress by 5% (24% total). The achievement target for Students with Disabilities will improve by 2%.				
Describe how the school leader(s) will communicate with school staff and the community.				
School leaders will communicate through common planning meetings, faculty meetings, faculty weekly e-mail, parent newsletters, school leadership team, phone messages/calls, and Engrade.				
Describe your theory of action at the core of your school's SCEP.				
The theory of action is to improve student achievement as well as social and emotional growth through an explorative learning philosophy, academic intervention, and foster social and emotional growth through behavioral modification (BIP & PBIS) and school counseling.				
Describe the strategy for executing your theory of action in your school's SCEP.				
The strategy for executing our theory of action by implementing Response To Intervention Periods (RTI), after school Math and ELA support, Curriculum Night for Parents, Saturday Academy for Over-age Students, implementing research based and Common Core Aligned Curriculums, College and Career Readiness Support by the Guidance Department, Individual and Group Counseling, and Anti-Bullying Intervention Program.				
List the key elements and other unique characteristics of your school's SCEP.				
The key elements and unique characteristics of our school's SCEP is a part-time ELA coach, TIF teachers, Demonstration teachers, Research Based and Common Core Aligned Curriculums, Curriculum Night for Parents, and MSQI initiatives.				
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.				
Evidence of our school's ability to oversee our improvement plan is through informal and formal observations through a research based format known as Danielson by the principal and administrative cabinet.				

Goal and Action Plan #1 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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
According to the 2012-2013 progress report there is 11.2% proficiency in ELA and 6.5% proficiency in Math.			
Review Type:	Progress Report Data	Year:	2012 - 2013
		Page Number:	3 and 5
		HEDI Rating:	NA

Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) 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	2.3 Systems and structures for school development
X	2.4 School leader's use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, students will make academic gains in Math and ELA in grades 6 – 8 by 5% as measured by the 2014 NYS ELA and Math assessments.

Instructional Strategies/Activities

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

A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. Saturday program for targeted bottom third students and ELL students with a focus on ELA and Mathematics. (SOP 2.3; 2.4) 2. After school program for ELL students with a focus on ELA and Mathematics. (SOP 2.3; 2.4) 3. After school program for general education students with a focus on ELA and Mathematics. (SOP 2.4) 4. Extended day program for the targeted bottom third students. (SOP 2.4) 5. Response to Intervention program for all 6th and 7th grade students with a focus on reading intervention. (SOP 2.4)
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Principal and Assistant Principals will align the budgetary resources to hire instructors to facilitate the targeted ELL, Level 1 and 2 populations for the Saturday Program. The Principal will order 200 cartons of paper at \$32 a carton, totaling \$6,400. The Principal will align \$5,000 for supplies such as student folders, pencils, loose leaf, chart paper, toner ink, and Promethean bulbs. 2. Principal will align budgetary resources to hire a licensed ESL teacher, ELA and Math Pedagogues, to facilitate the after school program for ELL students which will have a ratio of 15 students to 1 teacher. The Principal will procure ELA test kit review material at \$2,384.40. 3. Principal will align budgetary resources to create the General Education ELA and Math after school program with per session funding for Supervisors, Teachers, School Aides, and Secretaries. 4. Principal will align budgetary resources to create the Bottom Third ELA and Math extended day program. The Principal will procure Science books at \$4,814. 5. Principal will align budgetary resources to create and program small group Response to Intervention for 6th and 7th grade students. The Principal will order 1,500 Ready NY ELA and Math test review books at \$11.85 per book the total cost will be \$17,775. The Principal will receive Principal Per Session at \$43.94 at 17 hours per month for 8 months for the Inquiry Team.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. By the end of the 2013 – 2014 the targeted bottom third, ELL, Level 1, and Level 2 students will show a 5% academic gain as measured by the ELA and Math NYS assessments. 2. By the end of the 2013 – 2014 the targeted ELL students will show a 5% academic gain as measured by the ELA and Math NYS assessments. 3. By the end of the 2013 – 2014 the select general education students will show a 5% academic gain as measured by the ELA and Math NYS assessments. 4. By the end of the 2013 – 2014 the targeted bottom third students will show a 5% academic gain as measured by the ELA and Math NYS assessments. 5. By the end of the 2013 – 2014 all 6th and 7th graders will show a 5% academic gain as measured by the Degrees of Reading Power Program.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. The program will begin in November 2013. 2. The program will begin in November 2013.

3. The program will begin in November 2013.
 4. The program will begin in September 2013.
 5. The Response to Intervention will begin in September 2013.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. The Saturday program will be in session from 9:00 a.m. to 12:00 p.m. There will be an Assistant Principal to supervise the execution of the program, 10 - 12 teachers, 150 to 180 students, and a payroll secretary.
 2. The after school ELL Program will be on Mondays and Wednesdays taking place from 3:15 p.m. to 5:15 p.m. The program will be run by an ESL, ELA, and Math Teacher. The principal will align budgetary resources to provide materials to execute the program.
 3. The after school General Education Program will be on Tuesdays and Thursdays taking place from 3:15 p.m. to 5:15 p.m. The program will be run by an ELA and 3 Math Teachers. The principal will align budgetary resources to provide materials to execute the program.
 4. The extended day program for the Bottom Third will be on Monday, Tuesday, Wednesday, and Thursday taking place from 2:30 p.m. to 3:07 p.m. The program will be run by all teachers and supervised by the Assistant Principals.
 5. The Principal, Program Coordinator, and Assistant Principals will review and analyze data and provide specialized small group intervention to reading for all 6th and 7th grade students.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	PF Set Aside	x	Tax Levy	x	Title IA		Title IIA	x	Title III	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
MSQI Funding											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
x	PF AIS		PF CTE	x	PF College & Career Readiness	x	PF Common Core				
	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs			x	PF RTI		PF Supporting Great Teachers & Leaders				

Goal and Action Plan #2 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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
Create systems to regularly and collaboratively look for evidence of growth and gaps in student work and teacher practice in order to make adjustments.											
Review Type:	Citywide Instructional Expectations	Year:	2013 to 2014	Page Number:	4	HEDI Rating:	NA				

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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 Enact curriculum			x	3.3 Units and lesson plans						
x	3.4 Teacher collaboration			x	3.5 Use of data and action planning						

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.										
By June 2014, we will implement the new research based Common Core Aligned Curriculum in Math and ELA, which will show a 5% increase in progress from the NYS CC Math and ELA exam.										

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.										
A. Strategies/activities that encompass the needs of identified subgroups										
1. The Principal, Assistant Principals, and School Programmer will schedule daily meetings with Teacher Teams over design and implementation of units. (SOP 3.4)										

2. Review of student formative and summative assessments. **(SOP 3.5)**
3. Designing of lessons and unit pacers. **(SOP 3.3)**
4. Differentiating unit tasks to maximize student outcomes. **(SOP 3.5)**
5. During the 2013 – 2014 school – year, the curriculum team will provide training sessions on modeling teacher team practices along with protocols as well as implement the use of the “Word Generations” program. **(SOP 3.3; 3.4)**

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

1. The Principal, Assistant Principals, and School Programmer will schedule daily meetings with Teacher Teams over design and implementation of units
2. On a weekly basis, the Assistant Principals, Lead Teachers, Peer Instructional Coaches, Demonstration Teachers, Teacher Teams, Special Education School Improvement Specialist, and Generation Ready Consultants (Math and ELA) will review student formative and summative assessments.
3. The Assistant Principals, Lead Teachers, Peer Instructional Coaches, Demonstration Teachers, and Teacher Teams will meet daily to design lesson plans and unit pacers.
4. The Assistant Principals, Lead Teachers, Peer Instructional Coaches, Demonstration Teachers, and Teacher Teams will meet daily to discuss the differentiation of lessons and unit tasks. The Testing Coordinator/Data Specialist will provide data and information to support differentiated instruction.
5. MSQI Coach provided ELA and content area teachers training and model best instructional practices in the “Word Generations” program.

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

1. The Principal, Assistant Principals, assess the effectiveness of Team Teacher meetings and explore professional development venues to support and enhance teacher practices, curriculum development, and the new Danielson based teacher evaluation program.
2. The Assistant Principals, Lead Teachers, Peer Instructional Coaches, Demonstration Teachers, and Teacher Teams evaluate learning targets, major clusters, formative and summative assessments.
3. On a daily basis, the Assistant Principals, Lead Teachers, Peer Instructional Coaches, Demonstration Teachers, and Teacher Teams will meet daily to design lesson plans and unit pacers.
4. The Principal and Assistant Principals will evaluate the progress through informal and formal observations, as well as the Teacher Teams will meet to evaluate the progress of differentiating unit tasks to maximize student outcomes.
5. ELA teachers assess students on a weekly basis and content area teachers assess students on the knowledge of the target vocabulary.

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

1. During the 2013 – 2014 school – year, the Principal, Assistant Principals, and School Programmer will provide Common Planning Time for Teacher Teams.
2. During the 2013 – 2014 school – year, the Assistant Principals, Lead Teachers, Peer Instructional Coaches, Demonstration Teachers, Teacher Teams, Special Education School Improvement Specialist, and Generation Ready Consultants will meet on a weekly basis to review formative and summative assessments.
3. During the 2013 – 2014 school – year, the Assistant Principals, Lead Teachers, Peer Instructional Coaches, Demonstration Teachers, and Teacher Teams will meet daily to design lesson plans and unit pacers.
4. During the 2013 – 2014 school – year, the Assistant Principals, Lead Teachers, Peer Instructional Coaches, Demonstration Teachers, and Teacher Teams will meet daily to discuss the differentiation of lessons and unit tasks. The Testing Coordinator/Data Specialist will provide data and information to support differentiated instruction.
5. During the 2013 – 2014 school – year, the ELA teachers and content area teachers implement and execute the “Word Generations” program.

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

1. Teacher Content and Grade Teams in all subject areas have daily common planning periods which incorporate professional development venues led by Assistant Principals, Lead Teachers, Talent Coaches, Teacher Effectiveness Ambassadors, Special Education School Improvement Specialists, and ELA /Math Generation Ready Consultants. The Principal will provide \$35.29 per period for teacher coverages for 6 periods for 178 days for Professional Development.
2. The Assistant Principals, Lead Teachers, Peer Instructional Coaches, Demonstration Teachers, Generation Ready Consultants, and Teacher Teams will daily to review student formative and summative assessments.
3. The Assistant Principals, Lead Teachers, Peer Instructional Coaches, and Demonstration Teachers will meet daily to create and analyze the development of the lesson plans and pacers. The Generation Ready Consultants will offer remote and in person support throughout the year. The Principal will set aside \$1,175 per session for 12 days for Generation Ready Consultants.
4. The Teacher Teams will evaluate the effectiveness of the program in daily common plan meetings, and the Principal and Assistant Principals will conduct informal and formal observations throughout the academic year.
5. Word Generations will take place in every classroom promoting interdisciplinary learning.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	PF Set Aside	x	Tax Levy		Title IA		Title IIA	x	Title III	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
MSQI Grant											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
x	PF AIS		PF CTE	x	PF College & Career Readiness	x	PF Common Core				
	PF ELT	x	PF Inquiry Teams	x	PF NYS Standards and Assessments	x	PF Parent Engagement				
	PF Positive Behavioral Management Programs		PF RTI	x	PF RTI	x	PF Supporting Great Teachers & Leaders				

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
Organize the school to meet the needs of all students... Continue to ensure school time is used strategically. The school's schedule should be providing students with tiered intervention as needed.											
Review Type:	Citywide Instructional Expectations		Year:	2013 to 2014	Page Number:	2	HEDI Rating:	NA			

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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.										
x	4.2 Instructional practices and strategies				x	4.3 Comprehensive plans for teaching				
x	4.4 Classroom environment and culture				x	4.5 Use of data, instructional practices and student learning				

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.										
By June 2014, all 6 th and 7 th grade students will receive Response to Intervention periods which are tailored to students based on their strengths and needs. Students will show a 5% increase in their Degrees of Reading Power Assessment.										

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.										
A. Strategies/activities that encompass the needs of identified subgroups										
1. The Principal, Assistant Principals, and Program Coordinator will align budgetary resources, as well as schedule periods for Response to Intervention for students based off of the Degrees of Reading Power Assessment. (SOP 4.4; 4.5)										
2. Implementation of the Guided Reading, Reciprocal Reading, Socratic Seminar, Just Words and Achieve 3000 program for Response to Intervention. (SOP 4.3; 4.4)										
3. The Principal, Lead Teacher, and MSQI Coach disseminate and facilitate the implementation of the Response to Intervention periods for the 6 th and 7 th grade teachers. (SOP 4.2; 4.3)										
B. Key personnel and other resources used to implement each strategy/activity										
1. The Principal, Assistant Principal, and Program Coordinator will schedule Response to Intervention periods for 6 th and 7 th grade students.										
2. The MSQI Coach supports teachers with the implementation of guided reading, as well as the ELA Generation Ready Consultant who organizes the content and assists the implementation and support of Guided Reading and Reciprocal Reading. The Wilson Literacy Specialist who implements and supports the program Just Words, which is for the students who scored in the bottom 10% on the DRP. The Technology Coordinator programs the Achieve 3000 as well as analyzes the data for the program. The Demonstration Teacher implements and models the Socratic Seminar for on or above grade level students based on the DRP scores.										
3. The Principal, Lead Teachers, and MSQI Coach provided lessons plans, unit plans, and unit pacers for Teacher Teams as written in the MSQI Strategic Reading Toolkit.										
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity										
1. On a periodic basis the Principal, Assistant Principals, and Program Coordinator will evaluate the effectiveness of the programming periods for Response to										

Intervention.
2. On a bi-weekly basis the Principal, Lead Teacher, MSQI Coach, ELA Generation Ready Consultant, Wilson Literacy Specialist, and the Technology Coordinator analyze and evaluate student progress based on the DRP assessments and Achieve 3000 data.
3. Teacher Teams meet daily to discuss curriculum and aligning instruction to student needs.
D. Timeline for implementation and completion including start and end dates
1. Starting September 2013 to June 2014.
2. Starting September 2013 to June 2014.
3. Starting September 2013 to June 2014.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. One period a day students will attend their homogenous RTI period.
2. All students receive Achieve 3000. The top students receive Socratic Seminar, the middle students receive Guided and Reciprocal Reading, and the bottom 10% receives Just Words.
3. Teacher Teams meet daily to discuss implementing and using strategic reading strategies that respond to student needs.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
MSQI Grant											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs			x	PF RTI		PF Supporting Great Teachers & Leaders				

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
The Principal should work with the Assistant Principals to develop clear guidelines and procedures, based on existing data on behavior 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.									
Review Type:	School Quality Review	Year:	2012	Page Number:	3	HEDI Rating:	NA		

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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.									
x	5.2 Systems and partnerships	x	5.3 Vision for social and emotional developmental health						
x	5.4 Safety	x	5.5 Use of data and student needs						

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
By June 2014, school leaders will continue to integrate a Positive Behavior Intervention Systems to support the decrease of student suspension by 5% as evidence by OORS 2013 – 2014 data reports.									

Instructional Strategies/Activities

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

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

1. The Principal along with the Assistant Principals and Deans will meet weekly to reviews OORS data. (SOP 5.5)
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2. Principal will align budgetary resources in creating a School Wide Campus Improvement Team. **(SOP 5.4)**
3. The Deans, Teachers, and Alternative Learning Center Teacher will execute and support the School Wide PBIS to track data on students to inform decisions on positive reward incentives. **(SOP 5.5)**
4. The Guidance Counselors visit classrooms and host workshops based on NOSCA's Eight Components of College and Career Readiness Counseling. **(SOP 5.2)**
5. The Guidance Counselors will conduct At Risk Counseling. **(SOP 5.3)**
6. The Academic Intervention Team evaluates and analyzes teacher referral forms to determine the best intervention for At-Risk students. **(SOP 5.3; 5.5)**

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

1. The Principal along with Deans and Cabinet will meet weekly to analyze OORS data.
2. The Campus Improvement Team will be comprised of an Assistant Principal and Teachers. The Principal will set aside 9 teachers for 30 hours at \$41.98 and 1 teacher at \$41.98 for 16 hours.
3. Teachers will collect information on student behavior that will be recorded on the section sheets. The Deans will gather, disseminate, and analyze the data. Deans will also enact follow through on teacher annotations. The Alternative Learning Center Teacher will record the information on a bulletin viewable to students.
4. The Guidance Counselors visit and push in on two classes a week.
5. The Guidance Counselors will meet with select students for At Risk Counseling.
6. The Academic Intervention Team is comprised of Assistant Principals, Guidance Counselors, and the School Based Support Team.

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

1. The Principal, Assistant Principals, and Deans meet on a weekly basis to evaluate the effectiveness of the Positive Behavior Incentive System by analyzing the OORS data to see if incidents have decreased as well as the level of infractions have decreased.
2. The School Wide Campus Improvement Team will analyze the information weekly to gauge the effectiveness of the Positive Behavior Incentive System.
3. The Deans will analyze the data daily to identify students who frequent and consistent in committing behavioral infractions.
4. On a weekly basis, the Guidance Counselors meet with students and analyze artifacts to determine the effectiveness of the program.
5. On a daily basis, the Guidance Counselors meet with students and determine at a qualitative level if student actions and behavior are improving.
6. The Academic Intervention Team meets twice a month and reviews student annual goals to see if the actions are implemented effectively to reach high levels of student achievement.

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

1. During the 2013 – 2014 school year, the Principal along with the Assistant Principals and Deans meet weekly to review and analyze OORS data.
2. During the 2013 – 2014 school year, the School Wide Campus Improvement Team will meet once a week to analyze the effectiveness of the Positive Behavior Incentive System.
3. During the 2013 – 2014 school year, the Deans, Teachers, and Alternative Learning Center Teacher will execute, support, and maintain the Positive Behavior Incentive System.
4. During the 2013 – 2014 school year, the Guidance Counselors will push into two classes once a week.
5. During the 2013 – 2014 school year, the Guidance Counselors will meet with At-Risk students on a daily basis.
6. During the 2013 – 2014 school year, the Academic Intervention Team will meet twice a month to review student annual goals.

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

1. The Principal, Assistant Principals, and Deans will analyze OORS data during weekly cabinet meetings.
2. Section Sheets and the Positive Behavior Incentive System will support the School Wide Campus Improvement Team.
3. The Section Sheets will provide Deans with the data on student behavior, and the Positive Behavior Incentive System will be used to reward exemplar students.
4. NOSCA's Eight Components of College and Career Readiness.
5. At Risk Counseling will be embedded into the Guidance Counselors schedule.
6. Academic Intervention Team will have their meetings embedded into their schedule.

Budget and Resource Alignment

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

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

MSQI Grant

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	x	PF College & Career Readiness	PF Common Core
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	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
x	PF Positive Behavioral Management Programs		PF RTI	PF Supporting Great Teachers & Leaders

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).							
All staff will: Ensure families are aware that all students are being challenged this year to complete more difficult work to prepare them to be successful in the world beyond school. Encourage families to support their children in rising to this new challenge. Also to continue to share evidence of student progress with families.							
Review Type:	Citywide Instructional Expectations	Year:	2013 to 2014	Page Number:	4	HEDI Rating:	NA

Tenet 6: Family and Community Engagement

Indicate using an “X” the Standard(s) 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.			
x	6.2 Welcoming environment		6.3 Reciprocal communication
x	6.4 Partnerships and responsibilities	x	6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014, there will be a 30% increase in parent accounts on the Engrade grading system to increase communication between family and community members with teachers.	

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups	
1.	The Assistant Principals and Data Specialist/Testing Coordinator will identify over age students for the after school support program. After school support program teachers, School Leadership Team members, along with the Parent Coordinator will reach out to parents of these students to help create a Parent Engrade Account. (SOP 6.5)
2.	The Assistant Principals and Data Specialist/Testing Coordinator will identify ELL students for the after school support program. The ESL teacher, School Leadership Team members, along with the Parent Coordinator will reach out to the parents of these students to help create a Parent Engrade Account. (SOP 6.5)
3.	The Assistant Principals and Data Specialist/Testing Coordinator will identify Pushable level 2 students for the after school support program. After school support program teachers, School Leadership Team members, along with the Parent Coordinator will reach out to parents of these students to help create a Parent Engrade Account. (SOP 6.5)
4.	Lead Teacher/Point Person for the Engrade will provide training our Parent Coordinator and to our ESL teacher to help disseminate the information to parents. The Parent Coordinator, ELA Teachers, Math Teachers, and ESL Teacher will provide a curriculum night for the parents and community members. (SOP 6.2, 6.4)
B. Key personnel and other resources used to implement each strategy/activity	
1.	The Data Specialist will provide data, and the Assistant Principals will identify the over age students for the after school support program. Teachers, SLT members, and the Parent Coordinator will provide reach out to parents for the creation of the Parent Engrade Accounts. The Principal will set aside funds for 3 teachers at 10 hours for data collection. The Principal will also set aside per session funds for 4 teachers at 10 hours for 4 sessions for collection of data for the Benchmark Assessments. The Principal will also set aside per session funds for 3 teachers at 10 hours for 3 sessions for data collection for the MOSL assessments.
2.	The Data Specialist will provide data, and the Assistant Principals will identify the ELL students for the after school support program. Teachers, SLT members, and the Parent Coordinator will provide reach out to parents for the creation of the Parent Engrade Accounts
3.	The Data Specialist will provide data, and the Assistant Principals will identify the Pushable 2 students for the after school support program. Teachers, SLT members, and the Parent Coordinator will provide reach out to parents for the creation of the Parent Engrade Accounts.
4.	The Lead Teacher/Point Person will provide training to the Parent Coordinator, ESL teacher, and any other necessary personnel. The Principal will set aside \$10 per parent for 3 evening workshops (Math, ELA, and ELL) with a projection of 60 parents attending each workshop. The Principal will set aside Per Session funds at 3

teachers for 2 hours. The Principal will set aside \$10 a parent for 200 6th grade parents, 250 7th grade parents, and 200 8th grade parents for food, supplies, and funds to support parent workshops.

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

1. The School Leadership Team will look at the total amount of parent accounts created and see if there is student academic progress in connection with the parent account created for the respective student.
2. The School Leadership Team will look at the total amount of parent accounts created and see if there is student academic progress in connection with the parent account created for the respective student.
3. The School Leadership Team will look at the total amount of parent accounts created and see if there is student academic progress in connection with the parent account created for the respective student.
4. Through qualitative measures the Point Person for Engrade will be able to evaluate the effectiveness of the training.

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

1. The School Leadership Team will evaluate the progress of the Engrade system to increase Parent Engagement and improve student achievement at its monthly meetings.
2. The School Leadership Team will evaluate the progress of the Engrade system to increase Parent Engagement and improve student achievement at its monthly meetings.
3. The School Leadership Team will evaluate the progress of the Engrade system to increase Parent Engagement and improve student achievement at its monthly meetings.
4. The Point Person will provide training in Engrade throughout the course of the 2013 – 2014 academic year.

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

1. The School Leadership Team will provide individualized and unique informational fliers for all students. The fliers will provide detailed instructions on how to create a parent account.
2. The School Leadership Team will provide individualized and unique informational fliers for all students. The fliers will provide detailed instructions on how to create a parent account.
3. The School Leadership Team will provide individualized and unique informational fliers for all students. The fliers will provide detailed instructions on how to create a parent account.
4. Common preparatory periods.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> - Achieve 3000 - Just Words - Word Generations - Think-Pair-Share - 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 (RTI) - After the school day – 37.5 minute extended day that meets Monday to Thursday. - After school for select students on Tuesday 3:10 to 5:15 p.m.
Mathematics	<ul style="list-style-type: none"> - Use of hands on manipulatives to improve conceptual understanding. - Peer Instructional Coaches - Heterogeneous grouping to promote collaborative learning. - One-on-one tutoring and conferencing with students. - Pull out services for SETT's students. - Skills intervention for students to gain fluency in content as stated in the 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. - Teacher use data from different sources including exploratory lessons for each Learning Target to group students to allow for differentiated instruction. 	<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 – 37.5 minute extended day that meets Monday to Thursday. - After school for select students on Thursday 3:10 to 5:15 p.m.
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 	<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 – 37.5 minute extended day that meets Monday to Thursday.

	<ul style="list-style-type: none"> - NYS Science exam in June. - Response to Intervention and Differentiated Instruction. - Standards Driven Instruction. - CCLS Tasks – All Grades 		
Social Studies	<ul style="list-style-type: none"> - Reading non-fiction, historical fiction, biographies for informational and instructional purposes. - Graphic organizers to assist with the development of DBQ's. - Grade 8 Simulated State Exam for HS preparation. 	<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 – 37.5 minute extended day that meets Monday to Thursday.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<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 development 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. - Guidance counselors push in to classes twice a week to conduct a lesson on College and Career Readiness program. 	<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 – 37.5 minute extended day that meets Monday to Thursday.

**Title I Information Page (TIP)
For School Receiving Title I Funding**

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

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). There is outside professional development for Math teachers for the development of CCLS aligned tasks. I.S. 131 also has 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 and ELA Generation Ready 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.

High Quality and Ongoing Professional Development

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

The Albert Einstein Junior High School believes that providing high quality professional development for all staff members enables the school to have all students meet the Common Core State Standards. The school provides professional development for English teachers through Scholastic in training for Code X, Pearson for Math teachers, and STEM for Science teachers. The school also provides training for Word Generations, and has consultants from MSQI, Math and ELA consultants from Generation Ready, and an Ambassador from the Office of Teacher Effectiveness provide professional development for the faculty. The school also has two Peer Instructional Coaches and two Demonstration Teachers who receive professional development from their Team Teacher Leaders and Teacher Effectiveness Ambassador, as well as other members via the T.I.F. program.

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

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

The Albert Einstein Junior High School believes in providing and tending to the needs of Students in Temporary Housing and the creation of a safe and clean learning environment for all students. The school provides care packages consisting of book bags, pencils, notebooks, and other school supplies for students in temporary housing. In the pursuit of creating a safe and clean learning environment, the school uses a Positive Behavior Incentive System to promote positive behavior amongst the students. The school also has a created a Campus Improvement Committee to oversee the P.B.I.S. and address any issues that are relevant to improving the school's learning environment. The guidance counselors provide at risk counseling to students.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

N/A

Measures to Include Teachers in Decisions Regarding Assessments

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

MOSL committee selected by school to choose assessment types for new teacher evaluation system

TA Schools Only

Use of Program Resources

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

N/A

TA Coordination with the Regular Program

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

N/A

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, I.S. 131, 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. I.S. 131'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. I.S. 131 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;

I.S. 131'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. I.S. 131's 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;

I.S. 131 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

I.S. 131, 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 08	Borough Bronx	School Number 131
School Name The Albert Einstein School		

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

Principal Monique Mason	Assistant Principal Dawn Verhille
Coach	Coach
ESL Teacher Loida Altidor	Guidance Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Blanche Butler
Related Service Provider	Other Camille Ratjen
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	727	Total number of ELLs	70	ELLs as share of total student population (%)	9.63%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out							2	2	1					5
SELECT ONE														0
Total	0	0	0	0	0	0	2	2	1	0	0	0	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	70	Newcomers (ELLs receiving service 0-3 years)	31	ELL Students with Disabilities	23
SIFE	0	ELLs receiving service 4-6 years	21	Long-Term (completed 6+ years)	18

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	31	0	3	21	0	12	18	0	8	70
Total	31	0	3	21	0	12	18	0	8	70

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
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	26	18					64
Chinese							1							1
Russian														0
Bengali								2						2
Urdu														0
Arabic														0
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								2						2
TOTAL	0	0	0	0	0	0	21	30	19	0	0	0	0	70

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							5	6	7					18

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							5	6	4					15
Advanced (A)							11	19	7					37
Total	0	0	0	0	0	0	21	31	18	0	0	0	0	70

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	24	3			27
7	12	2			14
8	13	1			14
NYSAA Bilingual (SWD)			1		1

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	15	3	9				1		28
7	11	2							13
8	9	1	5						15
NYSAA Bilingual (SWD)					1				1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	2	1	11						14
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

We currently use a variety of assessment systems to monitor our ELL population. As part of the Middle School Quality Initiative (MSQI) we administer the Degrees of Reading Power Test (DRPs) which measures each student's ability to read and comprehend. Also all students take an Achieve 3000 baseline assessment, a Word Generation baseline (vocabulary acquisition), a baseline for each subject area either from School Net or Measures of Student Learning (MOSL) as well as School Net benchmark assessments in Math. This data is shared with the ESL teacher, classroom teacher, administrative team, and the curriculum committee. Our reading data, DRPs and Achieve 3000 reveal a need for our Spanish speakers to practice fluency and increase sight word vocabulary. With the exception of 3 students scoring Advanced on the NYSESLAT were on grade level based on the DRPs, all others scored below grade level.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
There is no clear correlation between proficiency and course grades.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

State did not report NYSESLAT by modalities.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

In our Freestanding ELS program there is no clear correlation between NYSESLAT or LAB-R results and course grades. Although there is evidence of students faring better on tests given in their native language as compared to given in English. That is evident in some of the math grades where the curriculum is in spanish and exams are given in their native language. We administered the ELL Periodic Assessments only in the Fall of last year and had no results to compare. Therefore, the results were not used in a constructive manner. We are administering the ELL Periodic Assessment this year and will use the data to identify strengths and weaknesses in our program.

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

Our school is a 6-8 middle school.

6. How do you make sure that a child's second language development is considered in instructional decisions?
The ESL program is predominately taught in English as well as all other content classes our ELL students attend. Teachers use a variety of ESL strategies and methodology while delivering instruction ensuring the child's second language development.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

We do not currently offer this program at our school.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Using many of the data points described above as well as student work, the ESL teacher, Assistant Principal, and Testing Coordinator monitor ELL progress and adjust the program to allow at risk students to get more support. The extended day program is analyzed through a system of short reading and writing passages to determine progress, unit summative assessments are collected and analyzed by both the Assistant Principal of the department and ELA grade teams to monitor and determine next steps. The students will be administered the ELL Periodic Assessment in the Fall and again in the Spring, the DRPs three times throughout the year, the math periodic assessment three times a year and Word Generation twice a year. We will analyze the data to evaluate the success of our program.

The data from the most recent ELL Periodic Assesment is as follows, Grade 6, 40% (8 out of 20) scored between 76-100%, 45% (9 out of 20) scored between 51-75% and 15% (3 out of 20) scored between 26-50%. Grade 7 and 8, 50% (22 out of 44) scored

between 76-100%, 25% (11 out of 44) scored between 51-75%, 20% (9 out of 44) scored between 26-50%, and 4% (2 out of 44) scored between 0-25%.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
All new student admits are given the home language survey by the pupil personnel secretary (A. Menihan). With the assistance from our licensed ESL teacher (L. Altidor), who acts as translator (speaks Spanish and French), the home language survey is filled out and an interview is conducted with both the student and parents (in their native language if applicable). If it is determined that the student speaks a language other than English, our ESL teacher along with our Testing Coordinator (C. Ratjen) organize and administer the LAB-R and/or Spanish LAB within 10 days of admittance. The LAB-R and/or Spanish LAB is scored in-house to determine ELL eligibility.
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.
Once it is determined, based on the LAB-R, that the student is an ELL, the ESL teacher (L. Altidor) and the testing coordinator (C. Ratjen) invites the parents in for an orientation via a letter and a phone call, within 10 days of admittance. Prior to making a choice from the three programs, our parents are shown a video describing the different programs. They are advised that the school only offers a Freestanding ESL program and the parent is asked to complete a Parent Survey and Program Selection Form and a Language Survey Form (which we keep on file), in their native language. If the parent speaks a language other than one spoken by staff members, we utilize the NYCDOE translation services. Currently we have only had one parent request for a program other than stand alone ESL. That parent was informed during orientation that if the number of parent requests increases to the mandated number, the school will offer the program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
At orientation the parent survey and program selection forms are given to the parent. They are collected at that time. Once it is determined that the student is entitled to ELL services (based in LAB-R), an entitlement letter is mailed to the home and a copy is given to the student to take home. The ESL teacher in partnership with the Parent Coordinator (B. Butler), Testing Coordinator (C. Ratjen) and Assistant Principal (D. Verhille) ensures the receipt of the entitlement letters from new admits within 10 days of registration. This is done through initial contact with the parent at orientation, reminder letters sent home via backpack and calls from the ESL teacher. The original Parent Survey and a copy of the Entitlement Letter is placed in the student's cumulative records, with a copy placed with the pupil personnel secretary (in main office), the ESL teacher and the testing coordinator.
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.
When the child is enrolled into the school and it is determined that the child is eligible for ESL services, the parents are informed and educated on the different programs offered and those offered at our school. We use an in-house translator when possible, or we utilize the translation services offered by the DOE. At the present time, IS 131 only offers a Freestanding ESL program. We haven't met the required number of students to open a bilingual or dual language program. Once the parents choice has been made, the testing coordinator (C. Ratjen) enters the parent choice information onto the ELPC screen in ATS within 20 days of admittance. The parents are informed through the Entitlement Letters that the child has been placed in an ESL program. In September, the results of the NYSESLAT are analyzed and Continued Entitlement Letters are distributed to any student not scoring proficient. The letter is mailed home and sent home via backpack with the student. The testing coordinator (C. Ratjen)

keeps a copy of this letter.

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

All students that are identified and mandated to take the NYSESLAT, as identified by the RLER screen on ATS, are scheduled to take all sections of the test including, listening, speaking, reading and writing. The speaking portion of the exam is administered one to one with the student in a separate quiet testing location (administered by C. Ratjen, M. McCauley, and K. Lee). The listening portion (L. Altidor, proctor) is given to the students by grade level using a CD player to deliver the material. The reading section (L. Altidor, proctor) is also given to the students in groups by grade level, the same goes for the writing portion. All students are afforded the opportunity to make up any portion of the exam within the designated testing time. The testing coordinator (C. Ratjen) ensures that the students took all the components of the exam. She keeps track of the students who are absent for any part of the test and makes sure they are given any necessary make-up exams.

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

Over the past few years the program selection forms indicate Freestanding ESL as a trend in program choice. After reviewing Parent Survey and Program Selection, IS 131 has met parent requested program choice. In 2011-2012, 4 out of 4, in 2012-2013 3 out of 3, and in 2013-2014 7 out of 7 parents selected Freestanding ESL as their choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

We utilize the pull-out model for our ELL students. We have two sixth grade, two seventh grade and one eighth grade group that meet for one period a day for 45 minutes. Our groups are by grade level and our heterogenously grouped.
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)?

At the current time we only offer an ESL program at our school. The advanced group is pulled out five times a week for 45 minutes a day. Our beginners and intermediate students receive 10 periods (45 minutes) a week. We will also be adding an additional Extended Day Program for ELLs with the focus on language acquisition.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Our Freestanding ESL Program provides instruction in English concentrating on English language acquisition. We provide support in numerous other avenues: bilingual dictionaries are available in the classrooms; and we are looking to acquire translation technology that students can utilize in their classrooms. All the curriculum used in all content areas are aligned to the Common Core Learning Standards and the required Instructional Shifts. In addition we use Word Generation for vocabulary aquisition. 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 during a required task together first, or providing students with clear examples of how students from prior years accomplished the task.
 - Bridging forces 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.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We do not currently formally assess our ELLs in their Native Language, except for our baseline exams in all three major content areas, Math, Science, and Social Studies. Our benchmark exams and unit exams in Math are also available in Spanish along with the curriculum. The ESL teacher has students write in their native language and respond to native language texts throughout the year to monitor native language skills.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Through the curriculum used in the ESL program the students are given periodic assessments in all four of the modalities. This occurs 3 times per year.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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 ELLs bring excellent preparation from their home country, while others have limited educational experience. The languages and cultures of all ELLs 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 pull-out services. Students receive native language support and development during pull-out sessions and English language support and development during content classes. Newcomers 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 pull-out 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, and afterschool and Saturday venues allowing them extra teacher support and development of at least two times a week in small groups.

Former ELLs receive their testing modifications for two years after scoring proficient on the NYSESLAT. These students are still supported with the opportunities for after school and Saturday venues.

Instruction is differentiated for our students using Achieve 3000. Achieve 3000 is a differentiated web based program which allows for individual growth. We will also be using Imagine Learning to support language acquisition and additional intervention supports for our newcomers. Students are assessed using Scantron, Periodic Assessment, Achieve 3000, NYSESLAT, LAB-R and Degrees of Reading Power to determine levels of need for language acquisition.

For our SIFE students with a deficit in basic English language skills the Lexia Learning software is used in conjunction with direct instruction in phonemes and phonemic awareness.

The data of the students who have been receiving service 4-6 years is examined to determine the greatest need for intervention and focused instruction. Depending on the individual situation, Lexia Learning may be used to deepen the understanding of basic components of the English language. This may assist in a low level reader who struggles with decoding.

EdPerformance.com provides individualized practice based upon their assessment. This material is assigned as an extra support for our long term ELLs as well. When the lowest scoring modality on the NYSESLAT is listening and speaking, Achieve 3000, books on tape are incorporated in the students learning plan. Students that are ELL's with 4 to 6 years of service as well as long term ELL's receive push in interventions along with additional support through after school programs and Saturday academies.

Our ELLs with identified special needs are serviced through a push in program allowing for individual attention. Students who are visually impaired are provided with large print text as well as content related audio books to support their learning.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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) and Wilson support. Teachers also provide students with leveled text and support questions to increase English Language comprehension and fluency. Teachers of ELL-SWD students use the research based common core aligned city approved curriculum in all content areas. If the IEP mandates ELL services the child receives ELL services with our ESL teacher.

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

We use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment by programming our ELL-SWDs alongside our general education students. The students are programmed based on level not by "category". Materials used are based on students current level based on data and assessed throughout the course of the school year to determine when students are ready to "graduate" to the next level. All ELLs are leveled by beginner,

intermediate and advanced. The students are placed in the special education setting as described in their IEP, whether it is ICT, self-contained or SETSS.

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	45 minutes per day	45 minutes per day	45 minutes per day

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

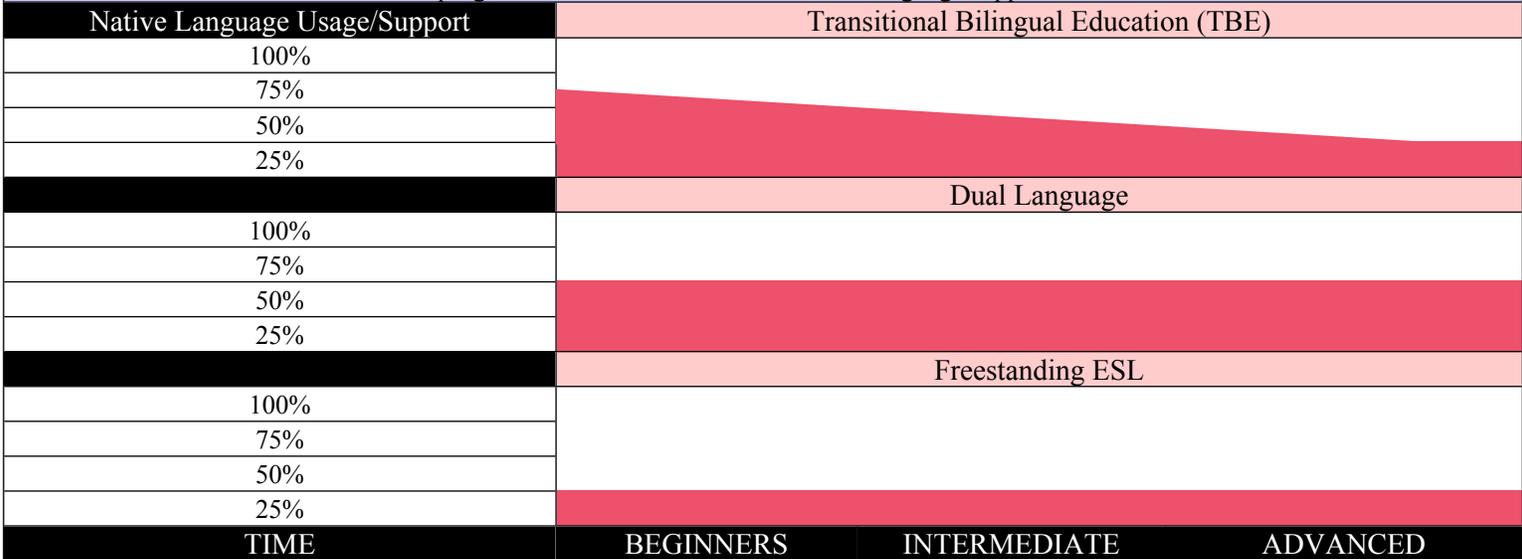
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Targeted intervention programs for ELLs are similar to those in the General Education program. Intervention is targeted and specific. An 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. Student intervention services include, small group instruction that mimics the day instruction (extended day program, all four subjects), guided reading support (ELA and SS), Wilson Program (ELA), and push-in services by licensed teachers. Intervention and service support correspond to each ELLs' age and grade level. We also offer an afterschool and Saturday intervention program (ELA and Math) designed specifically for the ELL students. These targeted intervention services are for all four content areas, ELA, Math, Science and Social Studies.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Looking at the data we see a trend that our ELL students are not progressing as well as other students in the building. We have not met our AYP. We are in the process of revamping our program and purchasing different technology and software that will be implemented to help our students grow in their language development.
11. What new programs or improvements will be considered for the upcoming school year?
- We are utilizing a new curriculum, Contentual's New York ELLs and North Star this year which is aligned to the Common Core Learning Standards. We have purchased Achieve 3000 for use by the ELL students as well as inquiring about purchasing Imagine Learn for language acquisition for our beginners.
12. What programs/services for ELLs will be discontinued and why?
- We have not discontinued any programs or services for ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- We will offer an afterschool venue on Tuesdays and Thursdays, for ELA and Math, to ensure success on the CC State Exams and the NYSESLAT exams. Any program offered at the school is offered to the ELL students.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We will utilize new curriculum, New York ELLS, along with Scholastic Code X and Connected Math Program (CMP3). CMP3 is available and offered to students in spanish translation. All ELL students are using Achieve 3000, an online reading program that is offered in the native language, if needed, to help increase vocabulary development and reading comprehension.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Our ESL program is taught primarily in English with 25% being taught in native language of Spanish and French (for our one eighth grade student). We have native dictionaries and are in the progress of acquiring a translation device for our predominately native language speakers.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The curriculum used in the content areas for our ELL population are all on grade level and aligned to the CCLS. The curriculum used in the ESL program align to grade level, and language level.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- We are a zoned school that accepts students from our feeder schools and those incoming 6th grade students are invited to attend an orientation along with their parents. In November, we have an open house for all interested incoming students for the next school year. Students that enroll throughout the year are placed in a classroom with other students from similar backgrounds and/or language as well as given a tour of the building (both student and parent).
18. What language electives are offered to ELLs?
- At the present time no language electives are offered.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?

- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

At the present time we do not have a dual language program.

C. Professional Development and Support for School Staff

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

In 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 teacher and supporting general education teachers to QTEL 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 teachers during common planning periods. We have sent teachers to Scholastic Code X and CMP3 training to learn the common core aligned curriculum and how to deliver instruction. We have provided our teachers, including our ESL teacher with professional development in Word Generations (vocabulary acquisition program), with a two day training this past August. We offer professional development through Generation Ready consultants in both ELA and Math to help support teachers in aligning their lessons and delivering common core aligned instruction.

To support students who are transitioning from elementary schools to middle school, we have town hall meetings to discuss goals and vision of the school. We also meet to help acclimate the students to our school environment. In early September we have an orientation for families and their children to meet the teachers, learn about our programs and school. We have support staff available, guidance, and social workers, to offer additional support if needed regarding issues or concerns that may arise as a result of transitioning into the middle school.

Most professional development opportunities are done "in-house" during professional learning team meetings. Teachers plan together and discuss teaching strategies to assist English Language Learners, students with disabilities and students in the bottom third. The ESL teacher joins the subject area common planning meetings periodically throughout the year in order to share insights about the students, as well as best practices with the general education teachers. Through on-going common planning time, turn keying of professional development attended by the Assistant Principal and in collaboration with the certified ESL teacher we will provide the minimum hours of ELL training as per Jose P. Agendas and sign-in sheets are maintained for all professional development to keep a record of hours which are kept in the main office as well as by the assistant principal in charge of the ESL department.

D. Parental Involvement

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

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 will be provided to give the parents some base knowledge on the curriculum that is being presented to their children. These workshops are run by highly qualified staff members who will present ELA and Math instruction to the parents who attend. 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 Engrade for their child's grades and ARIS for their child's progress, attendance, etc. We also have a Parent Association room and a Parent Coordinator office.

We offer different parent workshops for parents at IS 131 and these workshops are for all parents, including parents of ELL students. Last year, we partnered with Planned Parenthood to offer 4 workshops to parents. This year we have partnered with Cornell University to offer 8 workshop sessions on nutrition.

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 testing procedures and accommodations. At each parent association meeting and after each workshop offered, the parents are asked for feedback and suggestions for future workshops. 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 another location in the building. 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.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: The Albert Einstein School

School DBN: 08X131

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Monique Mason	Principal		12/17/13
Dawn Verhille	Assistant Principal		12/17/13
Blanche Butler	Parent Coordinator		12/17/13
Loida Altidor	ESL Teacher		12/17/13
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
Camille Ratjen	Other <u>Testing Coordinator</u>		12/17/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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.

At IS 131 we distribute the Preferred Language Form to our students to bring home and have filled out by their parents. With the support of school personnel, we contact parents that have not returned the form. We then attach an additional copy to the report cards of the students who failed to return the document and have the parents fill it out during parent teacher conference. This assures that we are apprised of the current language preference of our parents.

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.

Even though we have small populations of different languages, 1 Chinese, 1 French, 2 Bengali, and 2 others, the parents of these students have requested that all correspondence be sent home in English. All other correspondence sent from the school is in English with Spanish translation as was reorted by the Home Language Survey and/or the Preferred Language Form.

We are in the process of disseminating the data that we received from the Language Survey. We are compiling the list of parents who want correspondence in language other than English and distributing that information to teachers and school staff.

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.

Since the written translation is needed only in Spanish, we have in-house staff that translate all correspondence for the parents.

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.

All oral interpretation services in Spanish will be provided in house by school staff. There is a need for American Sign Language translation in our community and that will be provided through the translation services provided by the Department of Education.

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>.

IS 131 fulfills Section VII of Chancellor's Regulations A-663 regarding parental notification for translation services in a variety of ways. Upon entering the building the parents will see the sign "Welcome Parents" in 9 languages along with the sign informing parents of the availability of an interpreter and translation services. Behind the safety officers desk is also a sign giving the phone number for the interpreter services to assist a parent. Upon registration parents are given the Bill of Parent Rights and Responsibilities in English or one of the nine offered languages. If a parent requests a plan or any other information in their home language, we will utilize the translation department and provide them with a translated version in their home language.

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		