



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

08X131

School Name:

THE ALBERT EINSTEIN INTERMEDIATE SCHOOL 131

Principal:

MS. MONIQUE MASON

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Albert Einstein Intermediate School 131 School Number (DBN): 08X131
School Level: Middle School Grades Served: Grades 6, 7, 8
School Address: 885 Bolton Avenue, Bronx, New York 10473
Phone Number: 718-991-7490 Fax: 718-328-6705
School Contact Person: Ms. Monique Mason Email Address: Mmason3@schools.nyc.gov
Principal: Ms. Monique Mason
UFT Chapter Leader: Mr. Steven Donnelly
Parents' Association President: Ms. Jannieka Benjamin
School Leadership Team Chairperson: Ms. Geraldine Plair
Student Representative(s): _____

District Information

District: 8 Superintendent: Dr. Karen Ames
Superintendent's Office Address: 1230 Zerega Avenue
Superintendent's Email Address: kames@schools.nyc.gov
Phone Number: 718-828-5435 Fax: 718-828-6239

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 608 Network Leader: Rudy Rupnarain

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Monique Mason	*Principal or Designee	
Steven Donnelly	*UFT Chapter Leader or Designee	
Jannieka Benjamin	*PA/PTA President or Designated Co-President	
America Rodriguez	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	
Eduardo Hernandez	Member/ Parent	
Evelyn Ibarra	Member/ Parent	
Marian McCauley	Member/ Staff	
Geraldine Plair	Member/ Staff	
Michelle Robinson	Member/ Parent	
Melissa Rodriguez	Member/ Parent	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Albert Einstein Intermediate School 131 is a Middle School of approximately five hundred ninety students located in the Soundview section of the Bronx. It is the mission of The Albert Einstein Middle School to work together in excellence in order to achieve greatness ensuring our students success in college and career readiness. Our aim is to work closely with every member of our educational community, to engage every child intellectually, socially and emotionally. We guide our students on their quest for excellence in order to achieve greatness in high school, college and beyond.

To help support this endeavor our students are engaged in rigorous activities as well as a wide array of extracurricular activities that are offered to all of our students. In order to support our emphasis on the Common Core Learning Standards, we utilize a scheduling system, which allows for teachers to common plan and engage in inquiry throughout the week. We parallel program our self-contained classes along with general education classes allowing for easy transition into a Least Restrictive Environment (LRE). We have strong collaborations with Generation Ready, Middle School Quality Initiative (MSQI) and Mobile Response Team (MRT). These collaborations offer professional development for our teachers to maximize instruction for our students. The MRT develops a relationship between parents and community resources in order to enable the social, emotional health of our at risk students.

The Albert Einstein Intermediate School 131 is a middle school with approximately 592 students from six through grade eight. The school population comprises 62% Hispanic, 34% Black, and 4% Asian students. The student body includes 10% English Language Learners and 18% Special Education students. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for this school year is 92.81%.

As a school, I.S. 131 celebrates the Arts and exists to provide every student with a forum for artistic expression and appreciation within an academic environment. Opportunities exist for every student to develop mastery of at least one creative talent. We strive to nurture our students as we encourage their artistic potential and interests through a rigorous standards-based program. I.S. 131's main focus is to assist each student in attaining reading, writing, thinking, listening and speaking skills on or above grade level, as well as to develop an appreciation for the Visual and Performing Arts.

The Albert Einstein Intermediate School has an active Parent Association that works with our Parent Coordinator to communicate with parents about various events, including student celebrations, school concerts, Honor Roll Assembly, Perfect Attendance Assembly, Student of the Month and Family Nights. In addition, parents and students can view upcoming assignments on teacher web pages at 131.org as well as monitor their child's progress via Engrade.com. Our guidance counselors have and continue to guide parents in the high school application process and we have graduates accepted into the NYC's Specialized High Schools.

The DTSDE Tenet in which our school made the greatest growth was Cultivating the Development of Overarching Systems and Partnerships that Support and Sustain Social and Emotional Developmental Health (5.2). IS 131 strives to meet the needs of the "whole child". The school has systems in place to identify our students at risk academically, emotionally and behaviorally. Weekly meetings are held, whereby all community stakeholders attend, to identify students and create plans around them to best meet their needs. We have three Guidance Counselors who, besides meeting the needs of mandated students', also provide services to at risk students who are in crisis. These at risk groups can include students with academic, social or emotional needs.

Our key area for focus this year is to provide students with strategies to access complex text across all content areas.

The Albert Einstein Intermediate School 131 has partnered with the Middle School Quality Initiative (MSQI). Through this initiative, the school has implemented reciprocal teaching across disciplines and grades in order to address our instructional focus of accessing complex text. In addition, Word Generation has been implemented on an interdisciplinary approach across all grades. We monitor progress through formal and informal assessments as well as the Degrees of Reading Powers across all grades and disciplines.

08X131 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	587	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	40	# SETSS	N/A	# Integrated Collaborative Teaching	16
Types and Number of Special Classes (2014-15)					
# Visual Arts	17	# Music	12	# Drama	N/A
# Foreign Language	10	# Dance	8	# CTE	N/A
School Composition (2013-14)					
% Title I Population	76.4%	% Attendance Rate		90.0%	
% Free Lunch	74.1%	% Reduced Lunch		1.4%	
% Limited English Proficient	9.8%	% Students with Disabilities		24.7%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American		35.0%	
% Hispanic or Latino	60.6%	% Asian or Native Hawaiian/Pacific Islander		3.4%	
% White	0.3%	% Multi-Racial		0.3%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.82	# of Assistant Principals (2014-15)		3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.6%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		7.84	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	10.9%	Mathematics Performance at levels 3 & 4		5.8%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		44.1%	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%	
Credit Accumulation High Schools Only (2013-14)					
% 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 (2014-15)					
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 (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
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	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
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 (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	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	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
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 (2012-13)					
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 (2012-13)					
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				

08X131 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	587	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	40	# SETSS	N/A	# Integrated Collaborative Teaching	16
Types and Number of Special Classes (2014-15)					
# Visual Arts	17	# Music	12	# Drama	N/A
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School Composition (2013-14)					
% Title I Population	76.4%	% Attendance Rate		90.0%	
% Free Lunch	74.1%	% Reduced Lunch		1.4%	
% Limited English Proficient	9.8%	% Students with Disabilities		24.7%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American		35.0%	
% Hispanic or Latino	60.6%	% Asian or Native Hawaiian/Pacific Islander		3.4%	
% White	0.3%	% Multi-Racial		0.3%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.82	# of Assistant Principals (2014-15)		3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.6%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		7.84	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	10.9%	Mathematics Performance at levels 3 & 4		5.8%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		44.1%	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%	
Credit Accumulation High Schools Only (2013-14)					
% 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 (2014-15)					
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 (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
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	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
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 (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	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	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
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 (2012-13)					
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 (2012-13)					
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				

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School Configuration (2014-15)					
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	08			
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				N/A
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Credit Accumulation High Schools Only (2013-14)				
% 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 (2014-15)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
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	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	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	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Reflection: *Based on the 2013 Quality Review, there is inconsistency in the incorporation of academic work that requires the ELL and students with disabilities to use rigorous habits and higher-order thinking skills in a number of classrooms. This results in diminished opportunities for all students to engage in challenging tasks that offer opportunities to extend their thinking. Also based on 2013 Quality Review we need to develop formal opportunities for teacher teams to collaborate using an inquiry approach.*

Strengths: Teachers incorporate the instructional shifts effectively into classroom instruction, leading to students demonstrating high levels of engagement, good behavior, and enthusiasm for learning. The school’s curriculum is implemented consistently across all grades, and holds students accountable to meeting learning expectations.

Need Improvement: *Based on the 2013 Quality Review, there is inconsistency in the incorporation of academic work that requires the ELL and students with disabilities to use rigorous habits and higher-order thinking skills in a number of classrooms. This results in diminished opportunities for all students to engage in challenging tasks that offer opportunities to extend their thinking. Need to develop formal opportunities for teacher teams to collaborate using an inquiry approach.*

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in

Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 90% of content area teachers will utilize inquiry-based protocols, within teacher teams, resulting in a deep analysis of students’ work and revised instructional methods.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>In September 2014, the school leader will work along the school programmer to schedule common planning time throughout the week by department and grade level for teachers to engage in inquiry.</p>	<p>Teachers</p>	<p>During the 2014-2015 school year, common planning times will be scheduled into school program.</p>	<p>School Principal and school programmer will work together to schedule meeting times.</p>
<p>During the 2014-2015 school year, school leaders and teachers will develop rigorous units of study during the designated teacher team and common planning times.</p>	<p>Teachers</p>	<p>Ongoing for the 2014-2015 school year.</p>	<p>Content departments, teacher teams, Peer Instructional Coaches, Demonstration Teachers, Lead Teachers and Assistant Principals.</p>
<p>During the 2014-2015 school year, the school will implement the use of Word Generation Program.</p>	<p>Teachers</p>	<p>October 2014 to May 2015</p>	<p>Content Area teachers and school leaders.</p>
<p>School will implement an after-school venue focusing on ELA and Math and Saturday venue for all students.</p>	<p>Teachers, students</p>	<p>Tuesday and Thursday November-April</p>	<p>Assistant Principal</p>
<p>School will implement an after-school venue for ELL students.</p>	<p>ESL teacher, ELL students</p>	<p>Wednesday and Thursday December-April</p>	<p>Assistant Principal</p>

During the 2014-2015 school year, teachers will show evidence of integrating explicit reading comprehension strategies (reciprocal Teaching and reading, as well as problem solving strategies, UPSL) and higher-order thinking into planning, instruction and assessment. Strategies include the strategic integration of language acquisition (Word Generation) reciprocal teaching, shared reading, guided reading and independent reading.	Teachers	Throughout 2014-2015 school year	School Principal, Assistant Principals, Network staff, Generation Ready Consultants, MSQI consultants, teachers.
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ol style="list-style-type: none"> 1. Common planning periods will be embedded into the school day schedule. 2. Teacher Team/Inquiry periods will be scheduled to promote data analysis. 3. Common planning periods will be established to support teachers meeting by department to create and implement rigorous units of study. 4. Cabinet meeting time will be scheduled every Monday to evaluate and update calendar of professional development and collaborative practices. 5. Consultants from MSQI, Generation Ready, and Network are scheduled to provide professional learning venues. 6. Teachers, Administrators, Secretary, School Aides, Family Assistants, Paraprofessional for afterschool and Saturday venues. 7. Lunch and learns for collaborative practices and development of best teacher practices. 8. Updated technology that is needed to arrange the school program through STARS.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
NA													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ol style="list-style-type: none"> 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities. 				
By February 2015, 75% of content area teachers will be engaged in inquiry based protocols in teacher teams.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Reflection: As a school we have many systems in place to ensure the social emotional health of our at risk students.

Strengths: Our school has an Academic Intervention Team, School Implementation Team, and an Attendance Team in place that meets weekly to discuss student’s academic, behavioral and emotional needs. We have implemented the services of a Mobile Response Team, and Relationship Abuse Prevention Program (RAPP) program, which are outside agencies, so that all students’ needs are met. Every grade level has a guidance counselor that services not only mandated students, but students in crisis. Ongoing use of the PRIM to monitor and correct improper behaviors before they escalate.

Needs Improvement: Although these teams are in place, teachers need to utilize the procedures and structures that have been implemented with fidelity to ensure that all students who need services and intervention are being accommodated.

Part 2 – Annual Goal

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

By June 2015, school leaders and teachers will continue to promote and integrate Positive Behavioral Interventions & Supports (PBIS) initiatives to decrease student suspension rates by 10% as evidences through

OORS data reports.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Continued implementation of of PBIS, AIT, SIT and Attendance meetings to ensure all students’ emotional, social, and academic needs are met.	Teachers	Ongoing throughout the 2014-2015 school year	School Principal, Assistant Principal, Guidance Counselors, Members of the SBST Team, Family Workers
Implementation of the Mobile Response Team (MRT) to develop relationships between parents and the community resources to enable the social/emotional health of our at risk students.	Students/ Parents	Wednesdays throughout the 2014-2015 school year	MRT, social workers, SBST team and Assistant Principal
In September 2014, the school leader partnered with the Office of Safety and Youth Development and incorporated strategies from the Pre-Referral Intervention Manual (PRIM).	Special Education Students	September 2014 and ongoing through the 2014-2015 school year	School leaders and Office of Safety and Youth Development
Continued affiliation with Edwin Gould Services for Children and Families to implement the Relationship Abuse Prevention Program (RAPP) for the 2014 – 2015 school year, to offer individual and group counseling to non-mandated students, focusing on building healthy relationships. Classroom programs include bullying, peer relationships, adult relationships, and effective/positive communication.	Students	In January 2015 RAPP will be implemented into the building	School Principal, Assistant Principals, Guidance Counselors, RAPP, SBST team.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ol style="list-style-type: none"> 5. Scheduled AIT, SIT and attendance meetings 6. Weekly full cabinet meeting with school leaders, deans and guidance counselors 7. Grade level assemblies with student incentives, awards and trophies 8. Lunch and learns to review strategies and create incentive goals for the students

9. Schedule of classroom visit sfor RAPP Program and schedule for Mobile Response Team

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

N/A

Part 6 – Progress Monitoring

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

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

By February 2015, there will be an increase in AIT referrals resulting in a decrease of OORS reports.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	D
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Reflection: Based on the 2013 Quality Review, teachers incorporated the instructional shifts effectively into classroom instruction, leading to students demonstrating high levels of engagement, good behavior, and enthusiasm for learning but this observation was inconsistent with English language learners and students with disabilities.

Strengths: Embedded in the schedule are multiple common planning times for teachers to meet by grade level and/or content. With the dedicated Professional Learning Venue on Monday and Teacher Team time on Tuesdays, teachers are able to focus more on specific areas of development that are relevant to their current teaching practice, desired areas of growth, and aligned to the school’s instructional focus. Assessments are scored and teachers receive class sets of students’ results in a timely fashion, enabling the data to inform lesson planning and instruction. All content teachers in conjunction with students create action plans with midyear benchmarks fostering student participation in their learning. School leaders engage in frequent informal classroom visits and observation cycles, resulting in increased teacher feedback. Teachers have been engaging in classroom intervisitations, highlighting best practices and Peer Instructional Coaches and Demonstration Teachers have been modeling lessons and coaching teachers on strengthening areas of need.

Needs Improvement: Based on the 2013 Quality Review we need to develop consistency in curricular activities that prioritize rigorous and challenging activities and tasks to address the diverse learning needs of English language learners and students with disabilities. Improvement is needed using student work to provide data in planning and refining curriculum which will effectively target and design instruction that is needed to intellectually involve all students in engaging learning experiences.

Part 2 – Annual Goal

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

Throughout the 2014-2015 school year, teachers will receive various professional learning opportunities and will collaborate within teacher teams to target student engagement, higher order thinking skills and discussion techniques resulting in a minimum of 70% of teachers achieving a HEDI rating score of “Effective” on Danielson Component 3c.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
During the 2014-2015 school year we will develop rigorous tasks to meet and implement the six common core instructional shifts in math and ELA to promote high levels of student engagement and inquiry, including our English language learners and students with disabilities.	APs, Department lead teachers, Teachers	Ongoing throughout the 2014-2015 school year	School Principal, Assistant Principals, department lead teachers, consultants
During the 2014-2015, all students will use Achieve 3000 for differentiated reading practice in Technology and ELA classes.	Students	Ongoing throughout the 2014-2015 school year	School Principal, Assistant Principals, department lead teachers, Achieve 3000 consultant
During the 2014-2015 school year the ESL teacher will participate in inquiry work with ELA teachers to share strategies to be implemented with ELLs in their classrooms.	Teachers	Ongoing throughout the 2014-2015 school year	School Principal, Assistant Principals, Network Consultants
During the 2014-2015 school year, teachers will engage in professional learning on strategies to increase achievement and engagement with our ELLs.	ESL teacher and 6 th grade ELA teachers	Ongoing throughout the 2014-2015 school year	School Principal, Assistant Principals, Network Consultants
During the 2014-2015 school year, teachers will engage in professional learning on Specially Designed Instruction for strategies to increase achievement and engagement with our students with disabilities and our ELLs.	Teachers	December 2014	School principal, Assistant Principals, consultants
During the 2014-2015 school year, teachers will engage in inter-visitations and lesson modeling to highlight best practices.	Teachers	Ongoing throughout the 2014-	School Principal, Assistant Principals, Peer

		2015 school year	Instructional Coach, demonstration teachers
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Part 4 – Resources Needed

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

5. Teacher Team common planning periods
6. Monday professional learning venue
7. Specially Designed Instruction tool
8. Schedule of teacher inter-visitations
9. MSQI Consultants
10. Generation Ready Consultants
11. Achieve 3000 Consultant

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

NA

Part 6 – Progress Monitoring

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

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

By February 2015, school leaders will have provided professional learning venues and there is evidence of an increase in effective ratings on Danielson’s Component 3c.

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths: Based on the 2013 Quality Review, creative use of the budget has empowered the new principal to schedule daily opportunities for teams to meet to facilitate implementation of new curricula. School leaders engage in informal and formal observations, in teams, providing feedback to teachers. School leaders engage in weekly cabinet, full cabinet and lead teacher meetings to articulate the vision, school-wide goals and initiatives. School implements a differentiated online literacy solution for grades 6-8 that reaches every student at his or her individualized Lexile reading level (Achieve 3000).

Needs Improvements: Developing a school culture where Achieve 3000 is implemented with fidelity.

Part 2 – Annual Goal

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

During the 2014-2015 school year, school leaders will conduct teacher observation cycles using the Danielson Framework for Effective Teachers and will provide teachers with actionable feedback and resources to improve teacher practices leading to 75% of staff members receiving an “Effective” Measure of Teacher Practice (MOTP) rating for the 2014-2015 school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
During the school year, school leaders will provide teachers with professional training to implement Achieve 3000.	Teachers	September 2014 and ongoing	School Leaders, Achieve 3000 consultant
School Leaders will meet with Talent Coach for continued professional learning on Advance and Danielson Framework	School Principal and Assistant Principals	Throughout 2014-2015 school year	School Principal, Assistant Principals and Talent Coach
School Leaders, deans, guidance counselors and department lead teachers will meet weekly to align school and department initiatives to school wide goals.	School Principal, Assistant Principals, Guidance Counselors, Deans, Lead Teachers	Throughout 2014-2015 school year	School Principal, Assistant Principals, Guidance Counselors, Deans, Lead Teachers
Scheduled weekly meetings for AIT, SIT to support the whole child, academically, socially and emotionally.	APs, Guidance Counselors, SBST team, MRT, RAPP	Throughout 2014-2015 school year	APs, Guidance Counselors, SBST team, MRT, RAPP

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
1. Schedule training around Achieve 3000 2. Continue meetings with Talent Coach 3. Referrals from staff indicating behaviors of at risk students or students who are not properly placed. 4. Achieve 3000 consultant, program set up, student accounts, maintenance of technology needed to keep program running.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

N/A

Part 6 – Progress Monitoring

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

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

By February 2015, 60% of our observations will be completed.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	H
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths: We utilize an online grade book (Engrade) allowing for transparency between our teachers, students and parents. We redesigned and continuously update our IS131.org website including teacher/class pages with calendars of assignments and events. We continue to offered parent training on the use of Engrade and IS131.org website. We offer Curriculum Nights in ELA, Math and ESL to inform parents of the Common Core curriculum that is being implemented in the school.

Needs Improvement: We offer many parent workshops and curriculum nights for parents, but our attendance at these workshops is minimal. We need to improve on structures to increase our parental involvement in our learning venues.

Part 2 – Annual Goal

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

Throughout the 2014-2015 school year, school leaders will promote the continued use of the online grade-book (Engrade) to ensure that information about students reaches parents as evidenced through at least 70% of families accessing and using Engrade to track the academic progress of their child.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Administration will monitor the use of our online grade book (Engrade).	Teachers, students, parents	Throughout 2014-2015	School Administration
Mobile Response Team develops relationships between parents and community resources to enable the social/emotional health of our students at risk.	Students and parents	Throughout 2014-2015	School leaders, MRT, SBST, Guidance Counselors, IEP Teacher
Parent workshops, training and student celebrations, Honor Roll, Student of the Month, 8 th Grade awards assembly, throughout the school year.	Students and parents	Throughout 2014-2015	Whole School Community
The Testing Coordinator/Data Specialist collates the data from the numerous assessments in each major subject and sets up personalized with the classes taught, teacher binders which are used to drive instruction and intervention.	Testing Coordinator/ Data Specialist, Teachers, Guidance Counselors, SBST, IEP Teacher	Throughout 2014-2015	Whole School Community

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ol style="list-style-type: none"> 1. Parent outreach on Tuesday afternoons. 2. Wednesday meetings with MRT to review and evaluate the written referrals from staff. 3. Scheduling monthly grade level assemblies. 4. Scheduling assemblies for Honor Roll and 8th grade award, with student incentives, materials and resources. 5. Updating and maintaining the Engrade account and maintaining the technology that is needed by the administration and staff. 6. Updating and maintaining the is131.org website along with maintaining the technology the staff uses to continue their sections of the site. 7. Teacher binders with the collection of data that is from State Exams, Baselines, Benchmarks and Assessments that are given throughout the school year. 8. Maintaining the technology used for data scoring and collection (ATS scanner, Laptop attached to Apperson Scanner, Color Zerox machine) and testing supplies (Paper, rulers, pencils, calculators, etc)

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

N/A

Part 6 – Progress Monitoring

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

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

By February 2015, teachers will have 50% of their student’s parents on Engrade.

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

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

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Bottom third in school on 2013 ELA Exam	-Scripted Program -Word Generations Achieve 3000 Reciprocal Reading	Small Group	- During school day -After School and Saturday
Mathematics	Bottom third in school on 2013 Math Exam	<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 SETSS students. - Skills intervention for students to gain fluency in content as stated in the CCLS. 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. - Teachers use data from different sources including exploratory lessons for each Learning Target to group students to 	Small Group	- During school day - After School and Saturday

		allow for differentiated instruction		
Science	Struggling Learners	<ul style="list-style-type: none"> - Reading non-fiction complex material in Science. - Graphic organizers to help read through complex text and assist in the writing process. - Grade 8 students get reinforcement in hands-on activities in preparation for the NYS Science exam in June. -Response to Intervention and Differentiated Instruction. - Standards Driven Instruction. - CCLS Tasks – All Grades. 	Small Group	- During school day
Social Studies	Struggling Learners	<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 	Small Group	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Determined through teacher referrals and the AIT	<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 	<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 	During school day

		<p>students to determine proper placement of the student so that he/she will be in the best academic setting for that respective individual.</p> <ul style="list-style-type: none">- School <p>Psychologists provide counseling services to students</p>		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>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.</p> <p>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 Grade Level Meetings where teachers discuss current issues, solutions, and strategies to improve the school as well as improving communication amongst staff. 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. 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.</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>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, CMP3 for Math teachers, and URBAN ADVANTAGE for Science teachers. The school also provides training for Word Generations, and has consultants</p>

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 one Peer Instructional Coach and three 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.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

MOSL committee selected by school to choose assessment types for new teacher evaluation system for the 2014-2015 school year.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.
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		allocation amounts.)	Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$566,814	X	12, 15, 18, 20, 24
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	\$133,766	X	12, 15, 18, 20, 24
Title II, Part A	Federal	N/A	N/A	N/A
Title III, Part A	Federal	\$11,200	X	12
Title III, Immigrant	Federal	N/A	N/A	N/A
Tax Levy (FSF)	Local	\$3,504,505	X	12, 15, 18, 20, 24

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The Albert Einstein School, IS 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **The Albert Einstein School, IS 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;
- implementing Learning Leaders, Family Volunteer Program, as a means to effectively involve parents and guardians to support student success;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The Albert Einstein School, IS 131 Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement

policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

School-Parent Compact (SPC)

The Albert Einstein School, IS 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

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

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

Principal 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	Tot #
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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	31	0	3	21	0	12	18	0	8	70

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	31	0	3	21	0	12	18	0	8	70
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							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
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/	B													

NYSESLAT Modality Analysis

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
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:

- 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 [AMAO 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. [①](#)

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

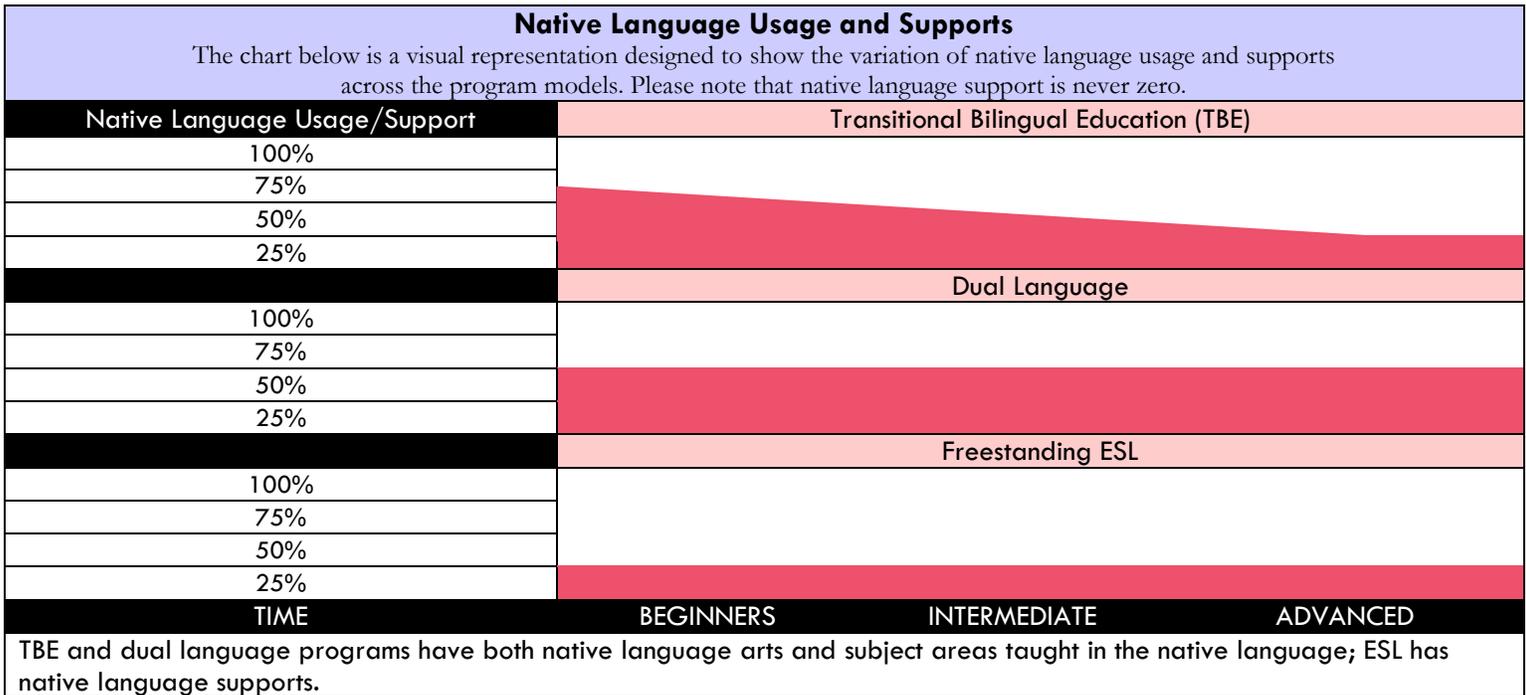
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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)?
 - 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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

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

Part A: School Information	
Name of School: <u>The Albert Einstein School</u>	DBN: <u>08X131</u>
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
Total # of ELLs to be served: <u>59</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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: IS 131 offers a comprehensive afterschool program on Wednesdays and Thursdays from 2:30 to 4:30 starting on December 2, 2014, with the last session being held on May 7, 2015. There will be a total of 35 sessions. All 6th, 7th, and 8th grade students who receive ESL services will be invited to attend. There is a focus on language acquisition, writing, literacy and math skills. They will work on math skill fluency and well as working with direct instruction on targeted skills needs in writing, listening and speaking. Our English Language Learners are involved in NYSESLAT test prep, vocabulary work, listening and speaking practice as well as reading and writing activities. Students will be using Achieve 3000, as well as online Dash from Connected Math Program 3 for numeracy and operational fluency and Finish Line Math available both in English and Spanish, along with Image Learning for our beginning level students.

Services are provided by one licensed ESL teacher and one content teacher. Both teachers will work in conjunction with one another in planning and implementing the program. They will plan split the group one working on writing while the other works on listening and speaking, then switchig groups. 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 data, the 2014 NYSESLAT scores, the CC State ELA and Math scores and teacher observational data.

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 Common Planning Teams, Monday Professional Learning Sessions and Tuesday Teacher Team Meetings. Every teacher in the building is involved in professional learning teams, which meet daily, 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 10% of our student population, but are discussed at almost every common planning period. Teachers meet multiple times during the week in teacher teams focusing on

Part C: Professional Development

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, our ESL Assistant Principal and our testing coordinator , who turn keys important information to subject area Assistant Principals and teachers.

Topic: Close Reading and Strategies for ELLs and Struggling Readers

Rationale: To provide resources and strategies for ELLs and struggling readers

Date: 11/5/14

Time: 9:00-3:00

Name of Provider: Network 608

Topic: Meeting the Needs of Our ELL Students

Rationale: Professional Learning Series educating school leaders on meeting the needs of our ELL students.

Date: 12/3/14

Time: 12:00 - 4:30

Name of Provider: Office of ELLs

Topic: Writing Language Objectives for English Language Learners in the Mathematics Classroom

Date: 2/6/15

Time: 9:00-3:00

Name of Provider: Department of English Language Learners and Student Services

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: Parents of English Language Learners are invited to all IS 131 Parents' Association and parent workshops. Parents' Association meetings are held once a month at 9am or 5:45pm. School Leadership Team meetings occur monthly on Monday afternoon starting at 4:00. On September 18, 2014 we offered High School Information Night where the parents and students were informed about the high school application process. We have partnered with Cornell University to offer a nutrition program to parents. This program is delivered on Mondays starting on October 27, 2013 and ending on December 8, 2014. On December 2, 2014 we have an ELA family curriculum night and on January 13, 2015 "Math Game Night" to have parents engage in different games and activities that their children encounter through the CCLS and Connected Math Program 3. We will be holding a parent's Title 1 Meeting with the principal on November 20, 2014. On December 11, 2014 we have a workshop planned with the Parent Association on IEPs and the Special Education Process. On December 17, 2014 we will be holding a ELL curriculum for the parents of our ELL students to inform them on our curriculum. Parent workshops are held throughout the year, topics include: orientation to the ARIS parent link, overview of academic program and curriculum, high cyber bullying and internet issues, and preparation for the CC State ELA and Math exams.

Part D: Parental Engagement Activities

Topic 1: Nutrition Program

Rationale: To offer information on nutrition to parents.

Date: October, 27th, November 3, 10, 17, 24 and December 1, 8, 15.

Time: 9:00 - 11:00

Name of Provider: Cornell University

Audience: All parents including parents of ELL students

Topic: ELA Curriculum Night

Rationale: To introduce the ELA curriculum to the parents

Date: December 2, 2014

Time: 4:00 - 6:00

Name of Provider: ELA Department

Audience: All parents including parents of ELL students

Topic: Title I Parent Meeting

Rationale: To inform parents of the Title I

Date: November 20, 2014

Name of Provider: Ms. Mason, Principal

Time: 5:00 - 5:30

Audience: All parents including parents of ELL students

Topic: IEPs and the Special Education Process

Rationale: To inform parents of the special education process.

Date: December 11, 2014

Time: 5:30-6:30

Name of Provider: Ms Moro-Sullivan, Assistant Principal

Audience: All parents of students with special needs including parents of ELL students with special needs.

Topic: Title III ESL Afterschool Curriculum Night

Rationale: To inform parents of the afterschool program, curriculum and expectations

Date: December 17, 2014

Time: 4:45- 5:45

Name of Provider: Ms. L. Altidor

Audience: All parents of ELL students attending afterschool program

Topic: ESL Curriculum Meeting

Rationale: To inform parents of the ESL program and curriculum.

Date: January 14, 2014

Time: 4:45: 5:45

Name of Provider: Mr. L. Altidor, ESL teacher

Audience: All parents of ELL students

Topic: Understanding the NYSESLAT, ELA and Math Exam

Rationale: Familiarizing parents with the test format and requirements

Date: March 24, 2015

Time: 4:00-5:00

Name of Provider: Ms. Altidor, Ms Ratjen, Ms. Verhille and Mr. Tisi

Audience: All parents of ELL students

Part D: Parental Engagement Activities

Parents will be inform through backpacked letters, translated in Spanish, Posting on IS 131 Website, and Phone Blasts in English and Spanish

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 • 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. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____