



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

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

School Name: **J.H.S. 131 ALBERT EINSTEIN**

Principal: **MONIQUE MASON**

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: The Albert Einstein School School Number (DBN): 08X131
Grades Served: 6 - 8
School Address: 885 Bolton Avenue Bronx, NY 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. Anil Budram
Parents' Association President: Ms. Melissa Rodriguez
SLT Chairperson: Ms. Geraldine Plair
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 08 Superintendent: Dr. Karen Ames
Superintendent's Office Address: 1230 Zerega Avenue Bronx ,NY
Superintendent's Email Address: kames@schools.nyc.gov
Phone Number: 718-828-5435 Fax: 718-828-6239

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza, Bronx, NY
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: 718-828-6653 Fax: 718-828-2760

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent 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:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ms. Monique Mason	*Principal or Designee	
Mr. Anil Budram	*UFT Chapter Leader or Designee	
Ms. Melissa Rodriguez	*PA/PTA President or Designated Co-President	
Ms. America Rodriguez	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms. Geraldine Plair	Member/Staff	
Ms. Sharon Vera	Member/ Staff	
Ms. M. Robinson	Member/ Parent	
Mr. E. Hernandez	Member/ Parent	
Ms. C. Jones	Member/Parent	
Ms. P. Sanchez	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development



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

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

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

NYSED's Six DTSDE Tenets

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

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

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The Albert Einstein Intermediate School 131 is a Middle School of approximately five hundred fifty 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) , Mobile Response Team (MRT) and Edwin Gould Services for Children and Families to implement the Relationship Abuse Prevention Program (RAPP) . These collaborations offer professional development for our teachers to maximize instruction for our students. The MRT and RAPP programs develops relationships 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 547 students from six through grade eight. The school population comprises 60.73% Hispanic, 35.23% Black, 2.75% Asian, .73% White and .18% Hawaiian/PI students. The student body includes 8.07% English Language Learners and 28.81% Special Education students. Boys account for 51.93% of the students enrolled and girls account for 48.07%. The average attendance rate for this school year is 92.56%.

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 offer visual art, band and dance. 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. Our principal and parent coordinator hold a joint monthly "Breakfast with the Principal and Parent Coordinator". This is a forum for parents to receive information, give suggestions and voice any concerns.

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 specific 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.

Last year's instructional focus was to provide strategies for students to access complex text across all disciplines. 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 that 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.

Our key area for focus this year is to improve student engagement by incorporating checks for understanding throughout daily lessons, therefore providing students with quality feedback for next steps. Our school's initiative is to imply the use of exit tickets and teacher/student conferencing throughout the daily lessons.

08X131 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	587	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	40	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	17	# Music	12	# Drama
# Foreign Language	10	# Dance	8	# CTE
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			

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p><u>Reflection:</u></p> <p>According to the 2014-15 Quality Review, the great majority of teachers engage in structured professional collaborations during which pedagogical practice, assessment data, and student work is analyzed. These teams continually engage in distributed leadership practices</p>		
<p><u>Strengths</u></p> <p>The school’s professional collaboration and distributed leadership structures have strengthened the instructional capacity of teachers as well as their involvement in school decision making across the school resulting in increased student achievement.</p>		
<p><u>Needs Improvement</u></p> <p>Although we have met the goal of collaboration and inquiry, we need to implement a system for the use of school wide formative and summative assessments for each unit of study in each content area. This will allow us to track progress and mastery of content for all students including our SWDs and ELL populations where we do not meet our AYP.</p>		

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, our teachers will have met in grade level content teams weekly to analyze students performance resulting in the creation of formative and summative assessments practices for each unit of study resulting in a 10% increase in teachers being rated "effective" in Domain 3d on Advance..

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>In June 2015 the School Principal will work along with 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>June-August 2015</p>	<p>School Principal and school programmer will work together to schedule meeting time.</p>
<p>During the 2015-2016 school year, school leaders and teachers will revise and enhance rigorous units of study during the designated teacher team and common planning times.</p>	<p>Teachers</p>	<p>July-August 2015, November - January 2016</p>	<p>Assistant Principals, Generation Ready consultants and Lead Teachers</p>

During the 2015-2016 school year, school leaders will form a curriculum committee headed by APs and department leads to create exit tickets for each unit of study.	Teachers	By September 2015 exit tickets for Unit 1 and 2 will be created, by December 2015, Unit 3 and 4 will be created, by March 2016, all unit exit tickets will be completed.	Department leads, APs, and Generation Ready Consultants
During the 2015-2016 school year, the school will implement an after-school venue focusing on ELA and Math and a Saturday venue for all students, as well as a venue for ELL students.	Teachers, students . ENL teacher and ELL students	Tuesday, Thursday, and Saturday from November. 2015- April, 2016	Assistant Principal

Part 4 – Budget and Resource Alignment

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

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. Hire Generation Ready consultants, along with consultants from MSQI,, with support from the Bronx Borough office, are scheduled to provide professional learning venues.
6. Per-session for Teachers, administrators, secretary, school aides, family assistant, and paraprofessional for after-school and Saturday venues.
7. Supplies and curriculum for after-school and Saturday venues.
8. Per-session for Teachers and administrators for curriculum committee after-school planning.

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

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

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

By February 2016, teachers and the curriculum committee will have created formative and summative assessments for 70% of the units of study for each content area.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	H
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>Reflection: As a school, we have many systems in place to ensure the social and emotional health of our at-risk students.</p> <p>Strengths: Our school has a bi-weekly Academic Intervention Team(AIT), weekly School Implementation Team(SIT), and a monthly Attendance Team in place that meets to discuss students’ academic, behavioral and emotional needs. We have implemented the services of a Mobile Response Team (MRT), 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. Our school community utilizes the PRIM to monitor and correct improper behaviors before they escalate.</p> <p>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.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers will utilize the systems in place to support students who are behaviorally, socially, or emotionally experiencing a crisis resulting in a 5% decrease in OORS data reports.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul 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). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Continued implementation of PBIS(Positive Behavior Intervention and Supports), AIT(Academic Intervention Team), SIT(School Implementation Team)and Attendance meetings to ensure all students’ emotional, social, and academic needs are met.</p>	<p>Teachers</p>	<p>Starting September, 2015 AIT 2nd & 4th Wednesday, SIT Fridays, Attendance 1st Wednesday of each month</p>	<p>Assistant Principal, Guidance Counselors,</p>
<p>Continued implementation of the Mobile Response Team (MRT) to develop relationships between parents and the community resources to enable the</p>	<p>Students/ Parents</p>	<p>Wednesdays throughout the 2015-2016 school year</p>	<p>MRT and Assistant Principal</p>

social/emotional health of our at risk students.			
Continued affiliation with Edwin Gould Services for Children and Families to implement the Relationship Abuse Prevention Program (RAPP) for the 2015 – 2016 school year, to offer individual and group counseling to non-mandated students, focusing on building healthy relationships. Classroom programs include methods of combating bullying, peer relationships, adult relationships, and effective/positive communication.	Students	Tuesdays through Fridays starting September 2015, ending June 2016	Assistant Principal and RAPP counselor

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
1. PeScheduled AIT, SIT and attendance meetings											
2. Weekly full cabinet meeting with school leaders, deans and guidance counselors											
3. Grade level assemblies with student incentives, awards and trophies											
4. Grade level meetings to review strategies and create incentive goals for the students											
5. Schedule of classroom visits for RAPP program and schedule for Mobile Response Team as well as professional learning for staff.											
6. Per Diem for Substitutes and preps for coverages for teachers to attend meetings											
Part 4b. 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 SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

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

By February 2016, there will be an increase of referrals to AIT, resulting in a 2.5% decrease of OORS reports.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources. 		
<p>Reflection: According to our 2014-15 Quality Review, academic tasks are consistently planned and refined using student work emphasizing higher-order thinking skills to allow access to curricula aligned to Common Core to all learners. 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 Collaborative Teachers and Model Teachers have been modeling lessons and coaching teachers on strengthening areas of need.</p> <p>Need Improvement: Although teachers receive timely data and scores on assessments, there is a need for continued checks for understanding throughout the lesson. There is a need to create CCLS aligned assessments to monitor the progress of all learners, allowing them to reflect on their progress. This will allow both teachers and students to adjust their teaching and their learning practices. According to the 2014-2015 Quality Review, there were missed opportunities for all learners to take ownership of their learning, therefore there is a need for student reflection on tasks, action plan goals and after conferencing with teachers. We see a need for more consistent, frequent checks for understanding throughout the content areas to monitor student progress.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

Throughout the 2015-2016 school year, all instructional teachers will incorporate checks for understanding throughout daily lessons to improve student engagement and to adequately sustain instructional rigor that will result in a 5% increase in students meeting proficiency level on the ELA and Math Common Core state exams.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul 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 promote teacher-parent collaborations to improve student achievement. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>In June 2015, the School Principal will work along with 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>June 2015 to August 2015</p>	<p>Principal & AP programmer</p>

During the 2015-2016 school year, teachers of all content areas will participate in inquiry on targeted students.	Teachers	Weekly meetings throughout 2015-2016 school year	APs, Lead Teachers
During the 2015-2016 school year, teachers will incorporate exit tickets at the end of their lesson to check for understanding.	Teachers & students	September 2015-June 2016 school year.	Administrators & coaches
During the 2015-2016 school year, teachers will engage in conferencing with their students utilizing the conferencing template for their department.	Teachers & students	2X per week starting October 2015 to June 2016	Administrators & Department Leads
During the 2015-2016 school year, students will engage in self-reflection after conferencing with the teacher	Teachers & students	2X per week after confernece	Administrators & Department Leads
During the 2015-2016 school year, we will revise our 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	Starting July 2015 to April 2016	Assistant Principal, Generation Ready Consultants
During the 2015-2016 school year, teachers will engage in professional learning on strategies to increase achievement and engagement with our ELLs.	ENL teacher and teachers	Starting November 2, 23 and December 14, 2015	APs, ELA teacher

Part 4 – Budget and Resource Alignment

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

1. Teacher team common planning periods
2. Monday professional learning venues

3. Specially Designed Instruction tool
4. Schedule of teacher inter-visitations
5. MSQi Consultant
6. Generation Ready Consultants
7. Achieve 3000 Consultant
8. Per-session for teachers attending after school hour PDs

Part 4b. 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 SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

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

By February 2016, 75% of content area teachers will be engaged in checks for understanding throughout their lessons.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>Reflection: According to the 2014-15 Quality Review, high expectations are consistently communicated to the staff via the use of the Danielson Framework for Teaching during professional development and through other forms of communication. Leadership and staff successfully communicate expectations connected to college and career readiness with families to support student progress.</p>		
<p>Needs Improvement</p> <p>Aligning with our instructional 2014-2015 instructional focus and our 2014-2015 Advance results, teachers need to implement checks throughout their daily lessons to inform instruction and practice.</p>		

Part 2 – Annual Goal

<p>Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>During the 2015-2016 school year, school leaders will create and implement a professional development plan that builds teacher's capacity to use varied forms of checks for understanding, resulting in a 2% improvement in the overall average of component 3d Using Assessment in Instruction in Advance.</p>



Part 3 – Action

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul 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 promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>School leader will utilize Monday professional learning venues to provide professional learning on checks for understanding and use of exit tickets throughout their lessons.</p>	<p>Teachers</p>	<p>September 2015</p>	<p>School Principal, Assistant Principals</p>
<p>School Leaders will meet with Talent Coach for continued professional learning on Advance and Danielson Framework</p>	<p>School Principal and Assistant Principals</p>	<p>October, November 2015, Spring 2016</p>	<p>School Principal, Assistant Principals and Talent Coach</p>

Teacher teams will create summative and formative assessments, including exit tickets for all units of study.	Teacher leaders, APs and teachers	July-August, November February	School Principal, Assistant Principals, department lead teachers, consultants

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
1. Per session for curriculum committee including teachers, and administration for afterschool planning venue											
2. Generation Ready Consultants											
3. MSQI Consultants											
Part 4b. 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 SWP		Title I TA		P/F Set-aside		21 st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, 65% of observations will be completed showing an increase in teachers improving 1% improvement on the overall average of component 3d Using Assessment in Instruction in Advance.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. <p>Reflection: 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 offer 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. We are partnered with Learning Leaders to train 10 parents as volunteers in the building. We utilize Tuesday parent engagement time to contact parents about student progress. We have a brochure for "Super Tuesday" which outlines all the parent workshops we offer.</p> <p>Strengths : According to our 2014-15 Quality Review, collaboration between all community stakeholders fosters ongoing communication of high expectations and accountability linked to supporting student achievement in understanding and meeting those expectations.</p> <p>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.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school will develop a more collaborative partnership with families and community organizations as measured by a 5% increase in parents who agree or strongly agree on the School Culture section of the NYC School Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul 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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Administration will monitor the use of our online grade book (Engrade).</p>	<p>Teachers, students and parents</p>	<p>September 2015-June 2016</p>	<p>School Administration</p>
<p>Utilize Tuesday parent engagement time to provide outreach and workshops for parents</p>	<p>Parents</p>	<p>Tuesdays, Sept-June</p>	<p>School Administration and Parent Coordinator</p>
<p>Mobile Response Team develops relationships</p>	<p>Students and parents</p>	<p>Wednesday from September to June</p>	<p>School leaders, MRT,</p>

between parents and community resources to enable the social/emotional health of our students at risk.			
Parent workshops, training and student celebrations, Honor Roll, Student of the Month, 8 th Grade awards assembly, throughout the school year.	Student and parents	Monthly September to June	Administration
The Testing Coordinator/Data Specialist collates the data from the numerous assessments in each major subject and sets up personalized teacher binders which are used to drive instruction and intervention.	Teachers	September and updated after every assessment	Data Specialist and Administration
Partner with Learning Leaders to train 10 parents to be volunteers on the building.	Parents	Dates TBA	Parent Coordinator and Learning Leaders organization

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<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 Xerox machine) and testing supplies (Paper, rulers, pencils, calculators, etc

Part 4b. 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 SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By February 2016, the Parent Coordinator will hold at least one monthly workshop for the parents linked to student performance/ceremonies/door prizes/lunch.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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 2014 ELA Exam and September DRP scores.	<ul style="list-style-type: none"> - Scripted Program -Word Generation --Achieve 3000 - Reciprocal Reading 	Small Groups	<ul style="list-style-type: none"> -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. 	Small Groups	<ul style="list-style-type: none"> - During school day After School and Saturday

		<p>-Skills intervention for students to gain fluency in content as stated in the CCLS.</p> <p>Performance Tasks allow for multiple level entry points enabling all students to work on and solve problems depending on their learning style and/or ability.</p> <p>-Teachers use data from different sources including exploratory lessons for each Learning Target to group students to allow for differentiated instruction.</p>		
Science	Struggling Learners	<p>-Reading non-fiction complex material in Science.</p> <p>-Graphic organizers to help read through complex text and</p>	Small Group	During School Day

		<p>assist in the writing process.</p> <p>-Grade 8 students get reinforcement in hands-on activities in preparation for the NYS Science exam in June.</p> <p>-Response to Intervention and Differentiated Instruction.</p> <p>-Standards Driven Instruction.</p> <p>-CCLS Tasks</p>		
Social Studies	Struggling Learners	<p>- Reading non-fiction, historical fiction, biographies for informational and instructional purposes.</p> <p>-Graphic organizers to assist with the development of DBQ's.</p> <p>-Grade 8 Simulated State Exam for HS</p>	Small Group	During School Day

		preparation		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Determined through teacher referrals and the AIT	<p>- Guidance counselors provide individual and small group setting to meet the emotional needs of students.</p> <p>-Guidance counselors provide outreach to the community or household in order to support and foster the emotional/ social development of a student</p> <p>- School Psychologists test students to determine proper placement of the student so that he/she will be in the best academic setting for that respective individual.</p> <p>School psychologists provide counseling services to students.</p>	<p>- Small groups of not more than ten students.</p> <p>-Whole Class/Small Grouping</p> <p>-One-to-One counseling as needed.</p> <p>-Small groups at risk SETSS, at risk counseling, RAPP program</p>	During School Day

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- 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</p> <p>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 a 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. We have Peer Collaborative Teacher and Model Teachers in both ELA and Math to give assistance to teachers through modeling, intervisitations and professional development.</p>

2b. High Quality and Ongoing Professional Development

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

The Albert Einstein Intermediate 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 & EngageNY for Math teachers, and URBAN ADVANTAGE for Science teachers. The school also provides training for Word Generations, and has consultants from MSQI, and Math and ELA consultants from Generation Ready. The school also has one Peer Collaborative Teacher and three Model Teachers who receive professional development from their program . We are also affiliated with Lightsail, as well as Myon which give access to students to online reading.

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/information, 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 2015-2016 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 '16 school allocation amounts)	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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	558,788.00	X	5 b,c,d,e
Title I School Improvement 1003(a)	Federal		X	5a,d
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	5 a,b,c,e
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,358,605.00	X	5 a,b,c,d,e

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent 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 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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;
- 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) Template

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 on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 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 switching 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 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 key 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

Part C: Professional Development

-
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.

-
Topic 1: Nutrition Program

Rationale: To offer information on nutrition to parents.

Date: October, 27 th , 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

Part D: Parental Engagement Activities

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

-
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) • Per session	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Monique Mason	Assistant Principal Dawn Verhille
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Loida Altidor	School Counselor type here
Teacher/Subject Area type here	Parent Melissa Rodriguez
Teacher/Subject Area type here	Parent Coordinator Beatrice Rivera
Related-Service Provider type here	Borough Field Support Center Staff Member Jose Ruiz
Superintendent Dr. Karen Ames	Other (Name and Title) Camille Ratjen, Data Specialist

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	535	Total number of ELLs	44	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education							0	0	0					0
Dual Language							0	0	0					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	24	ELL Students with Disabilities	12
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	13	Long-Term (ELLs receiving service 7 or more years)	7

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	24	0	3	13	0	5	7	0	4	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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							8	6	21					0
Chinese									1					0
Russian														0
Bengali							3		1					0
Urdu														0
Arabic														0
Haitian														0
French								1						0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								3						0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							3	5	5					0
Emerging (Low Intermediate)									7					0
Transitioning (High Intermediate)									7					0
Expanding (Advanced)							8	4	5					0
Commanding (Proficient)							1	2	1					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							3	3	3					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	7	1			0
7	6				0
8	16	3			0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	8		1						0
7	7								0
8	15		3		1				0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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), an assessment in Reading and Math using EdPerformance Series, administered three times a year (September, January and June). A benchmark assessment from School Net is given for ELLs, ELA and Math. This data is shared with the ENL 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. The data reveals that our ELL students need to develop the English language starting at the basics. We have incorporated Language Power into our curriculum to address the vocabulary acquisition needs and language progression of all ELL students across all content areas.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 There is no distinct patterns or correlation on the NYSITELL and NYSESLAT and student's grades. The students that have entered our school and have been administered the NYSITELL were unable to take the exam, therefore scoring a 0. Although students receive ENL services and the majority of instruction is in English, students are provided with translated versions of class work, tasks and text books. Teachers pair up students with bilingual students of their native language to assist in translation. Due to these accommodations, the students tend to score higher grades in their subjects than they score on the NYSESLAT or NYSITELL levels.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Our school looks at the AMAO tool to gather information about the Annual Measurable Achievement Objectives. The data supplied gives us our students At-Risk level and important notes about the student as to why they obtained the risk level. The school analyzes this data to set up academic intervention classes. The data for AMAO2 shows that 4 ELL students attained proficiency therefore not meeting AMAO2. The AMAO tool is reviewed, analyzed and used to inform instruction and curriculum choices.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

There is evidence of students faring better on tests given in their native language as compared to those given in English. This is evident in some of the math grades, where the curriculum is in spanish and exams that are given are given in their native language. We administered the ELL Periodic Assessments in both the Fall'14 and Spring'15 of last year. We saw close to a 50% increase in scores from the Fall to the Spring. We will continue to monitor this data and identify the 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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Our school is a 6-8 middle school.

6. How do you make sure that a student's new language development is considered in instructional decisions?

Language development is a complex process that begins in the home. When students come to school with a language other than English, they need ample opportunities to learn about, practice, and develop their new language. Research has shown repeatedly that the most effective ways of developing students' new language and literacy skills are by building upon the first language, explicitly demonstrating how the English language works, learning language through rich content. Student's privilege of using his primary language to provide written and oral responses is not taken away. On the contrary, with the English Language Learner's teacher assistance and other peers, students develop confidence in applying the knowledge they have acquired in their primary language to understand and develop a second language. Most of the time, the ENL teacher provides an English translated version of the student's response provided in the primary language. Research also shows that there is a strong transfer between a student's primary language and the development of the new language literacy. Therefore, considering students' new language development and using information on the child's educational history/cultural background is crucial in making instructional decisions to support English language learners in developing English language skills and use the language across the curriculum.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other 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).

Using many of the data points described above as well as student work, the ENL teacher, Assistant Principal, and Testing Coordinator monitor ELL progress and adjust the program to allow at risk students to get more support. The after school 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 ELA periodic assessment three times a year, math pre and post exams 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 (Spring 2015) is as follows, Grade 6, 37.5% (3 out of 8) scored between 76-100%, 37.5% (3 out of 8) scored between 51-75% and 25% (2 out of 8) scored between 36-50%. Grades 7 and 8, 45% (23 out of 51) scored between 76-100%, 39% (20 out of 51) scored between 51-75%, 16% (8 out of 51) scored between 36-50%.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The school follows the 4 steps for identification and placement for ELLs. This process occurs within 10 school days of admission. All new student admits are given the Home Language Identification Survey (HLIS) by the pupil personnel secretary. With the assistance from our licensed ENL teacher (L. Altidor), who acts as a 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). The home language is determined based on a combination of the interviews with the parents and student, and responses to the questions on the HLIS. This information is then entered into the designated ATS screen. If it is determined that the student speaks a language other than English,

our ENL teacher along with our Testing Coordinator (C. Ratjen) administers a more in-depth interview with the student, reviews his/her school work, and reviews the Individualized Education Program (IEP) (if applicable), in order to determine NYSITELL eligibility. If the student is not eligible the ELL Identification Process terminates and student is not identified as an ELL. If the student is eligible, the Testing Coordinator and the ENL teacher organizes and administers the NYSITELL and scans the answer document within 10 school days of admittance. All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results must be administered Spanish LAB at the time of enrollment during the same 10-day testing window.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

If during our process for determining ELL eligibility there are indications that a student has had an interruption or inconsistency in their formal schooling, we proceed with the SIFE identification Process if they are newly identified ELLs and are at the beginner/entering or low intermediate/emerging levels of proficiency as indicated by the NYSITELL results. This process is done within 30 days from initial enrollment but the initial SIFE identification may be modified for up to one year. Those students are administered the oral interview questionnaire and for those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the Literacy Evaluation for Newcomer SIFE (LENS) is administered. The LENS is a multilingual suite of diagnostics designed to measure the home-language literacy skills SIFEs bring with them when they enter New York City schools. 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.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

NYSITELL eligibility for students entering school with IEPs (from within the United States) is based on the determination of the Language Proficiency Team (LPT). The LPT is minimally comprised of Ms. Moro-Sullivan, Assistant Principal of Special Education, Ms. Altidor, certified ESL teacher, Ms. Verhille, Assistant Principal of ELLs, Ms. Camille Ratjen, Data Specialist/ELL coordinator and the student's parent or guardian. An interpreter or translator of the language of the parent or guardian is present at each meeting of the LPT. These procedures are used for initial entry into DOE schools or reentry after 2 years. The LPT determines whether the student should take the NYSITELL. The LPT considers evidence of the student's English language development from the interview and Home Language Survey, the student's history of language use, the results of individualized evaluations given at time of identification as a student with a disability and information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determining factor affecting whether the student can demonstrate English Proficiency. Based on the information and evidence provided, the LPT makes a determination as to whether the student has second language acquisition needs or whether the student's disability is the determinant factor affecting proficiency in English. The recommendation is sent to the principal for review and the principal then accepts or rejects the recommendation. If the principal rejects the recommendation, the NYSITELL is administered to the student. If she accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or superintendent's designee for final decision within 10 school days. The parent or guardian is notified within 3 school days of the decision in their preferred language. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school days to administer the NYSITELL.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

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 on NYSITELL), an entitlement letter is mailed to the home and a copy is given to the student to take home. The ENL teacher in partnership with the Parent Coordinator (B. Rivera), Testing Coordinator (C. Ratjen) and Assistant Principal (D. Verhille) ensures the receipt of the entitlement letters from new admits within five days of registration. This is done through initial contact with the parent at orientation, reminder letters sent home via backpack and calls from the ENL 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 ENL teacher and the testing coordinator.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

During the orientation parents' are verbally informed of their right to request that the ELL identification process be administered for a second time within 45 days. In addition to verbally informing the parent, the entitlement and non-entitlement parent notification letters indicate in writing, in their preferred language, their right to appeal within the allotted time. If a parent appeals the ELL status, the school reviews all documents related to the initial or reentry process, the student's work in English and in the home language and may administer the NYSITELL to the students if the original determination was that the students shouldn't be administered the NYSITELL. The school is responsible for consulting with the parent or guardian and the CSE if applicable. Based on the recommendation of the appropriate staff, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language is sent to the parent. If recommendation is to change the ELL status, the relevant documents and recommendation are sent to the superintendent for review and final decision. Written notification of the decision is sent from the superintendent to the principal, parent or guardian in the parent's preferred language within 10 school days of receipt of

the documentation from the principal. If the decision is not to change the ELL status, no further action is taken. If the decision is to change status, the child's program is modified. All notifications and relevant documents are kept in the student's cumulative folder. Between 6 and 12 months, the principal must review the Re-Identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Once it is determined, based on the NYSITELL, that the student is an ELL, the ENL teacher (L. Altidor) and the testing coordinator (C. Ratjen) invites the parents in for an orientation via a letter and a phone call, within the specified timeframe. 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 ENL 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. During this past school year (2014-15) we haven't had one parent request a program other than stand alone ENL as their first choice. So far this year (2015-2016) we have had 1 parent request a bilingual program. As we go forward with the school year, if we do have a parent requesting a program other than our stand alone ENL, we will inform that parent, during orientation that if the number of parent requests increases to the mandated number, the school will offer the program.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

After parents are informed of all three models at the parent orientation, the school provides parents with a Parent Survey & Program Selection Form, in the parent's preferred language. The parents must return the completed and signed form within 5 school calendar days. The ENL teacher, Ms. Altidor, gives the forms and encourages the parents to fill out and sign before they leave the building. As the forms are completed, the testing coordinator, Ms. Ratjen, enters the parent choice as indicated on the Parent Survey & Program Selection Form. If the forms are not returned the students are placed in our ENL program but are counted towards our minimal thresholds for opening a bilingual program. All relevant forms are placed in the student's cumulative folder.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The school has the parent complete the Parent Survey and Program Selection forms at the time of admission. If a form has not been returned, the school makes every effort to ensure they are returned. The ENL teacher, the testing coordinator or the Assistant Principal in charge of ELLs make outreach to parents, via telephone or mail, in parents preferred language, and track all outreach attempts.

9. Describe how your school ensures that placement parent notification letters are distributed.

Placement parent notification letters are distributed via the mail and by back pack.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All copies of ELL documentation forms are retained as follows; a copy is held in the Main Office, and with the ENL teacher and Testing Coordinator. The original documentation is placed in the child's cumulative folder which is then filed and held in the Guidance Counselor's office.

11. 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 sessions of the test including the oral speaking portion. The speaking portion of the exam is administered one to one with the student in a separate quiet testing location (administered by C. Ratjen and K. Lee). The other three sessions are administered by the ENL teacher (L. Altidor) scheduled by grade band. 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.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

In the beginning of the year, the Testing Coordinator (C. Ratjen) reviews the NYSESLAT results and then sends the appropriate letter, in parent's preferred language, home via mail and back pack.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Over the past few years the program selection forms indicate Freestanding ENL as a trend in program choice. After reviewing the Parent Survey and Program Selections, IS 131 has met the parent requested program choice. In 2011-2012; 4 out of 4, in 2012-2013; 3 out of 3, in 2013-2014; 7 out of 7 and in 2014-2015; 3 out of 3; parents selected Freestanding ENL as their choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
Based on CR Part 154, our students in Freestanding ENL program receive standalone ENL or integrated ENL. We utilize the pull-out model for our ELL students who require standalone ENL. We have one sixth grade, one seventh grade and one eighth grade group that meet four times per week for 45 minutes. Our groups are by grade level and are heterogenously grouped. Our integraed ENL consists of our ENL teacher pushing into our ELA classes 2 to 4 times per week for 45 minutes in sixth, seventh and eighth grade. Our students are grouped heterogeneously by grade level.
 - b. TBE program. *If applicable.*
We do not have this program
 - c. DL program. *If applicable.*
We do not have this program
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Our Entering and Emerging students receive standalone ENL four times a week for 45 minutes, for a total of 180 minutes, in a push-out model during the Respond to Intervention (RTI) periods in their program. The push-in program is integrated ENL with ELA four times a week for 45 minutes, for a total of 180 minutes. The Entering and Emerging students receive both the push-out and push-in model ensuring compliance with the required 4 units of study. The push-in program four times a week ensures the mandated minutes of instruction for Transitioning and Expanding students. Our ENL teacher pushes into ELA 2 times a week for our Commanding level students.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
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 have acquired 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 acquisition. 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 home 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 ENL 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?

Our ELLs use Language Power Program. It is an effective resource for teachers, tutors, parents, and students to support English language and literacy development. Every lesson is filled with opportunities for students to use English. Language Power addresses all four language domains:

- Listening and speaking opportunities in every lesson (labeled Talk Time), including structured support for speaking through sentence frames.
- Interaction with texts on a variety of topics representing a variety of genres and content areas.
- Regular opportunities to write about learning.

Language Power is differentiated by design (via grade spans and language proficiency levels).

- a range of reading levels within each text card.
- Activities in the Student Guided Practice Book, which can be completed with teacher support, in pairs, or independently
- Full-color books with photos and illustrations to support visual learners
- Graphic organizers to provide comprehensible input
- Sentence frames to scaffold the use of appropriately complex language structures
- Instructional activities that address multiple learning modalities
- Audio support via the Audio CD
- Flexible writing activities
- Activities to support fluency

The Assessment Options are the following:

1- Formal assessments before and after instruction. The Pretest offers an opportunity to assess language knowledge and can be used to drive instruction. The Posttest offers an opportunity to gauge student learning and English language proficiency.

2- Progress-monitoring assessments during each lesson. Throughout the Talk Time activities the teacher observes students' listening and speaking skills. The teacher uses log sheets for individual students and individual lessons. The Progress Checks embedded throughout the lessons are meaningful tools used to gather information about student language skills.

The Student Guided Practice Book activity sheets are used for progress monitoring of oral and written language proficiency, as well as listening and speaking proficiency. Progress monitoring assessments can be administered both formally and informally. These assessments provide teachers with information needed to make administrative decisions about grouping, promoting, and placing students, in addition to identifying any accommodations needed. Informal assessment methods allow teachers to pinpoint each student's specific strengths, weaknesses, and misconceptions and to create a more complete and balance picture of each student's needs.

3- Performance –based Theme Assessments connect learning and provide a means of progress monitoring. Theme assessments increase differentiation opportunities by allowing students to choose presentation methods and may be completed in small groups, pairs, or individually.

4- The Fluency Rubric is used with any text to monitor student progress with this skill.

6. How do you differentiate instruction for each of the following ELL subgroups?

- SIFE
- Newcomer
- Developing
- Long Term
- Former ELLs up to two years after exiting ELL status

We currently do not have any students that can be considered SIFE, however, if we identify students as such, with a deficit in basic English language skills the Lexia Learning software will be used in conjunction with direct instruction in phonemes and phonemic awareness.

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 ENL 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 ENL 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 ENL for over six years. The ENL 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 a Saturday venue 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 Commanding on the NYSESLAT. In addition, under the new guidelines they will receive ELL services (90 minutes per week). 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, NYSITELL and Degrees of Reading Power to determine levels of need for language acquisition.

The data for 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. For those students who require additional support, Achieve 3000 and books on tape are incorporated in the students learning plan. Students that are ELLs 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 venues. 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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6-12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.
The school's ENL teacher, Ms. Altidor along with the Testing Coordinator, Ms Ratjen will conduct the initial ELL identification process. If the school or parent appeals the status within the timeframe of 45 school days, the school will initiate a re-identification process. The ENL teacher, the testing coordinator and the Assistant Principal of ELLs, Ms. Verhille will examine relevant documentation. If it is found that the status should be overturned, the student's schedule will be modified. Within 6 to 12 months, the principal will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with staff members, parent/guardian and student. After consulting with everyone, if the principal believes that the student has been adversely affected we will provide additional support services to the student and may reverse the determination within the same 6-12 month period. If the principal's decision is to reverse the ELL status, the principal will consult with the superintendent or her designee. Final decision notification will be in writing to the parent/guardian, in the parent's preferred language within 10 school calendar days.

Chart How do 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 which 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).

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 ENL teacher according to their level and required minutes in a pull-out or push-in model.

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

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 Entering, Emerging, Transitioning, Expanding and Commanding. The students are placed in the special education setting as described in their IEP, whether it is ICT, self-contained or SETSS.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

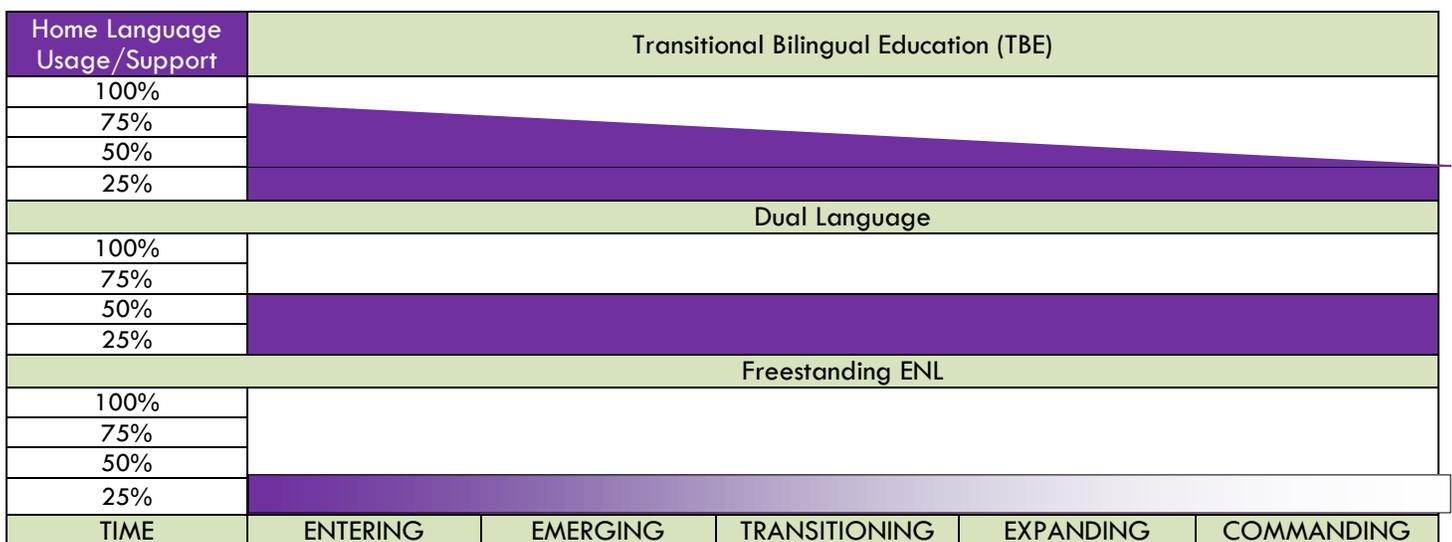


*Note: “other approved services” does not apply to New York City at this time.

CI Chart

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. 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), 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.

We offer an afterschool program for ELL students on Wednesdays and Thursdays from 2:45 to 4:45 in our school. The ENL and the Spanish teachers work collaboratively and are in charge of running this intervention program. Throughout this program ELLs are grouped according to their language progression. The Entering level students are grouped homogeneously. There are ten ELLs working as the Entering group. These students share similar needs, strengths and weaknesses. This group is instructed with the Longman Keys To Learning English Program. This program is designed to help newcomers learn how to listen, speak, read, and write in English. The program teaches new words and expressions that they can use in everyday conversations. Each chapter has a story about a group of teenagers and the things that happen to them at home, at school, and around town. Before each chapter, students look at the pictures to help them understand what they are reading.

On the other hand, the Emerging, Transitioning and Expanding leveled students work together in a group of twelve. The instruction for this group of students is with Focused Reading Intervention. We understand that an effective intervention program can make the difference between struggle and success for students. The Focused Reading Intervention program includes explicit instruction, guided lessons, engaging reading passages, educational games, and multiple opportunities to practice. Learning to read is a complex process. Most children learn to read and continue to grow in their mastery of this process. However, there continues to be a group of children for whom learning to read is a struggle.

11. 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 have revamped our program and purchased different technology and software that will be implemented to help our students grow in their language development. English language learners benefit tremendously from our Reading Intervention program, Language Power. It gives them opportunities to read engaging, high-quality literature and informational texts. It focuses instruction on key foundational skills such as phonics and word recognition. It teaches students how to be active readers through explicit instruction of comprehension strategies. It also provides students with support to ensure the successful transfer of reading skills from guided practice to independent application. It also follows the I Do, We Do, You Do Gradual Release of Responsibility model. Understanding that reading and writing are interactive processes that use similar strategies, they generate communication and reinforce each set of skills, which improves comprehension across content area. Thinking is a critical part of the learning process, and teachers who promote higher-level thinking with both reading and writing processes will help develop better thinkers. The Reading/Writing Connection activities provide opportunities for students to use writing to activate background knowledge by creating graphic organizers, recording predictions and reactions to reading, taking notes, and/or creating story charts. The objective of using this reading program with English language learners is to ensure that they continue to build fluency across content area. They can apply the strategies they learn in math when using the problem solving strategies and decontextualizing word problem. All these strategies can be applied in social studies and science, which has a strong literacy base. Therefore, the effectiveness of this program will be reflected on students' success in both content and language development.
12. What new programs or improvements will be considered for the upcoming school year?
- We are utilizing Language Power Program this school year for intervention for our Entering and Emerging students. We have purchased Achieve 3000 for use by the ELL students as well as inquiring about purchasing Imagine Learn for language acquisition for our Entering students.
- These are among the improvements that will be considered for the upcoming school year :
- The use of more graphic organizers: Graphic organizers will provide students with more concrete ways to visualize information found in a text. Since English language learners rely to a great extent on graphics, charts and other visual aids, I will supply a variety of organizers to help students capture the sequence of events, compare and contrast, summarize, make connections, and identify areas of confusion.
 - More text features such as titles, chapter titles, bold words, captions and diagrams to assist students in identifying main ideas and key details of a text.

- Encourage students to ask questions throughout the reading process, so they can be engaged and actively read. Allowing students to form their own questions provides an authentic purpose for reading. Motivate them to practice forming their own who, what, when, where, and why questions.

13. What programs/services for ELLs will be discontinued and why?

We are not planning on discontinuing any programs or services for ELLs.

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

IS 131 has an afterschool venue provided by ASPIRA NY and 21st Century. All students are invited to attend. The program's staff goes to each classroom to discuss the program and invite the students to apply to the program. We use School Messenger to inform parents of the program. In addition, we offer an afterschool venue on Wednesdays 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.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

We will utilize New York ELLS, Language Power Program, 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. Our Entering students also utilize Imagine Learning which provides strategic first-language support in 15 languages to facilitate and enhance learning.

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

Our ENL program is taught primarily in English with 25% being taught in native language of Spanish. We have native dictionaries and have acquired translation devices for our predominately native language speakers.

17. Explain how the school ensures all required services/resources support and 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 ENL program align to grade level, and language level.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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). During the interview stage for new admits, both the parent and student meet with the ENL teacher (L. Altidor) and the Testing Coordinator (C. Ratjen) to help complete the application process and describe the program we have at I.S. 131.

19. What language electives are offered to ELLs?

All grade 7 students take Spanish as a language elective.

20. For schools with dual language programs:

- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home 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.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
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 Borough Field Office, teachers participate in workshops and other professional development opportunities to strengthen their understanding of the ELL learner and share teaching strategies. Teachers of ENL and of content areas attended professional learning venues on Election day. We also sent out teachers to professional development series pertaining to teaching the ELL students.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
We have sent the ENL 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 ENL 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 ENL teacher with professional development in Word Generations (vocabulary acquisition program), with a two day training in 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.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
To support students who are transitioning from elementary schools to middle school, we have town hall meetings to discuss goals and our school's vision. 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.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Most professional development opportunities are done "in-house" during professional learning team meetings. Teacher plan together and discuss teaching strategies to assist English Language Learners, students with disabilities and students in the bottom third. The ENL 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. I.S. 131 will dedicate a minimum of 15% of the required professional development hours for all teachers, to language acquisition including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. For our ENL teacher 50% of the required professional development hours will be dedicated to the above. 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 ENL department.

C. Parental Involvement

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

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 NYC School Access for their child's progress, attendance, etc. We also have a Parent Association room and a Parent Coordinator office. Whenever there is a workshop or meeting, a sign-in sheet is provided in order to keep attendance. Copies are held by both the Parent Coordinator and Principal's Secretary. In addition to ENL curriculum night the ENL teacher, Ms. Altidor, sets up individual meetings during the Tuesday parental engagement time to discuss program and progress pertaining to their child. Our ENL teacher translates in Spanish and French. If there is a need for a different language we utilize the translation services provided by the city of New York.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

All letters, correspondence and invitations to individual meetings with ELL parents regarding students are filed in the ENL teachers room, as well as the ELL coordinators office. Teachers fill out an outreach log every Tuesday and those logs are filed in the guidance counselor's office.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of our ELLs are invited to all activities we host at I.S. 131. Our parent coordinator posts the "Monthly Madness" which is a list of all workshops and events occurring in IS 131 each month. In addition the flyer for those programs are back packed with each student. Our parent coordinator also has "Super Tuesday" events which are in coordination with the parental engagement on Tuesday afternoons. In addition to those workshops/meetings, we hosted two workshops specifically for our ELL parents. These workshops included discussions on our ESL program, curriculum, and assessments students will take throughout the school year. All of the meetings that are held are sent out through School Messenger to the parents. All correspondence to parents are offered in the parent's preferred language. We monitor attendance by having sign-in sheets, which are held by the Parent Coordinator as well as the Principal's secretary. If any parent is in need of translation services we utilize the translation services provided by the city of New York.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
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 Cornell University to offer 8 workshop sessions on nutrition and we will continue to offer this workshop. We also partnered with Healthflex who provided workshops on dental hygiene and were given a free dental screening. The school also funded a program called Learning Leaders whereby parents are offered workshops on various topics and are trained to become volunteers in the school environment. If any parent is in need of translation services we utilize the translation services provided by the city of New York.

5. How do you evaluate the needs of the parents?

At each parent association meeting and after each workshop offered, that was arranged by the parent coordinator, the parents are asked for feedback and suggestions for future workshops. If any parent is in need of translation services we utilize the translation services provided by the city of New York.

6. How do your parental involvement activities address the needs of the parents?

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 to allow access for parents to utilize the parent's room. The parent coordinator fields 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. If any parent is in need of translation services we utilize the translation services provided by the city of New York.

D. Additional Information

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

School Name: **The Albert Einstein School**

School DBN: **08X131**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Monique Mason	Principal		12/15/15
Dawn Verhille	Assistant Principal		12/15/15
Beatrice Rivera	Parent Coordinator		12/15/15
Loida Altidor	ENL/Bilingual Teacher		12/15/15
Melissa Rodriguez	Parent		12/15/15
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	School Counselor		
Dr. Karen Ames	Superintendent		12/15/15
Jose Ruiz	Borough Field Support Center Staff Member _____		12/15/15
Camille Ratjen	Other <u>Data Specialist</u>		12/15/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 08X131 **School Name: The Albert Einstein School**
Superintendent: Dr. Karen Ames

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

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

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. At the beginning of the school year, we run the Adult Preferred Language Report (RAPL) and the Adult Information report (RADL) from ATS. We gather data from school emergency cards and as students enter the school for the first time we administer the Home Language Identification Survey(HLIS).

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Even though we have small populations of different languages, 1 Chinese, 1 Bengali, 1 French, 2 Soninke, 1 Hindi, and 1 Fulani, 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 reported 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 a language other than English and distributing

that information to teachers and school staff.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

All correspondence that is disseminated to parents are translated to Spanish. All our School Messenger phone blasts are in English and Spanish. Our parent calendars, testing calendar, school website, handbooks, student contracts, newsletters and all announcements for parent meetings and afterschool are translated to Spanish. If a parent requests any information in their home language, other than English or Spanish, then we will utilize the translation department and provide them with a translated version in their home language..

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

At IS 131 we hold the four parent conferences required by NYC DOE. In addition, we hold curriculum nights in ELA, Math and ENL/ESL. We utilize our Tuesday afternoon parent engagement time to meet with parents either one on one or in teacher teams. Our family assistants keep track of the attendance and make calls to parents in regards to the student's attendance. Our assistant principals, deans and guidance counselors also have regular interactions with parents. If the need arises to have interpretation services in language other than Spanish or French we will utilize the over-the-phone services provided by the Translation and Interpretation Unit.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

The ELL coordinators of IS 131 reviews the Adult Preferred Language Report (RAPL) .The written translation needed in Spanish or French will be provided by in-house staff that translate all

correspondence for the parents. If need arises for translation in another language, the written translation services will be provided by the Translation & Interpretation Unit.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

The ELL coordinators of IS 131 reviews the Adult Preferred Language Report (RAPL) . All oral interpretation services in Spanish or French will be provided in house by school staff. If there is a need for interpretation in another language, it will be provided by over-the-phone interpreters via the Translation and INterpretation Unit..

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

To ensure that all our staff members are aware of how to use translation services and the over-the-phone interpretation service, we will email all information to the staff along with all the pertinent start of school information. This information will all be presented at the professional development on September 8, 2015. A hard copy of all the information will be given to teachers at this venue as well. Staff will be giving a copy of the "I Speak..." card which includes the phone number for over-the-phone interpretation.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

IS 131 fulfills Section VII of Chancelor'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 and the Parent's Guide to Language Access 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.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We will gather data in reference to quality and availability of service from the parent survey. We will recruit parents inclusive of all cultures and languages represented in our school to be a focus group to gather feedback and best practices on use of the available services.