



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: J.H.S 131 ALBERT EINSTEIN

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 3208000

PRINCIPAL: EDWARD LEOTTA

EMAIL: ELEOTTA@SCHOOLS.NYC.GOV

SUPERINTENDENT: TIMOTHY BEHR

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
EDWARD LEOTTA	*Principal or Designee	
PAULETTE CHRISTIE	*UFT Chapter Leader or Designee	
BESSIE GRIFFITH	*PA/PTA President or Designated Co-President	
BECTRICE RIVERA	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
MICHAEL ESCRIBANO	Member/TEACHER	
EMMA MELANIE BROOKS	Member/TEACHER	
TANIKA CARR	Member/TEACHER	
TAMIKA STRONG	Member/PARENT	
NORMA MENDEZ CRUZ	Member/PARENT	
DANIELLE R. BAIN	Member/TEACHER	
AYANA BRYANT	Member/COUNSELOR	
MACKY SMITH	Member/PARENT	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

*By June 2013, IS 131 will create a more nurturing school environment for students to increase positive student responses by demonstrating progress towards achieving our goal as **measured** by a 5% increase in student Learning Environment Survey.*

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting a two-year trend analysis of student responses on Learning Environment Survey, it was determined that all student groups showed increases in negative attitude towards the school environment. As a result, we have made progress institutionalizing several social/emotional programs for our student population.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

- *Evolution of School Culture: Evolution of School Culture will focus on the following strategies: restructuring our Respect for All and Anti-Bullying Program to encourage positive social/emotional interactions with peers; develop and analyze a mock student Learning Environment Survey in order to revise Evolution of school Culture programs ; develop a schedule of school "spirit days, school dances," and other fun activities by utilizing PBIS to monitor student behavioral achievement and responses to school activities; continue to develop our partnerships with The Girl Scouts, ASPIRA and Bronx's DA's Office (provides our students with the CONCEPT Program) to enhance our student exposure to improving their social/emotional well-being through community organization; develop an Advisory Program through the utilization of 7 Habits of Highly Successful Teens to encourage student input and responsibility in school-decision making process and possibly extend the Community Service Program piloted by Leadership Academy to all academies to enhance student involvement in their community.*
- *Target Population(s): General Education, Student with Disabilities, English Language Learners and students in the ELL and SWD subgroups.*
- *Responsible Staff Members: Principal, Assistant Principals (Data Specialist) and staff members for General Education, Student with Disabilities and English Language Learners.*
- *Implementation Timeline: September 2012 through May 2013*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - *Principal and Assistant Principals will design training modules (e.g., How to help my kid(s) in homework?) and host monthly workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.*
 - *The school will host an adult education workshop and create a parent resource center with user-friendly instructional materials and guides to learn*

about their child social/emotional development.

- *The Parent Coordinator and staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries focusing on school culture.*
- *The school will create and distribute a parent handbook and internet link that is translated in all the dominant languages.*

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.*
 - *The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
 - *Mentors are assigned to support teachers in implementing, monitoring and analyzing student social/emotional development.*

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - *A SAPIS worker was hired to support academies as part of the school's efforts to improve attendance for SWD's and ELLs.*

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding Sources:

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2012-June 2013 as indicated below:

- *Professional development to support staff on the process of proctoring the mock learning surveys.*
- *Professional instructional materials to support mock learning surveys during the regular school day.*
- *Consumable instructional materials for mock learning surveys.*

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
*By June 2013, General Education, Limited English Proficient and Students with Disabilities student groups which compose the bottom third will demonstrate progress towards achieving state standards as **measured** by a 5% increase in those subgroups scoring at Level 1, 2 & 3 on the NYS ELA/MATH assessment.*

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
After conducting a three-year trend analysis of student performance data on state assessments, it was determined that all student groups showed decreases in performance on the English Language Arts and Math NYS assessment. As a result, we have made progress for our General Education, ELL and SWD subgroups a priority goal for the school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

- *Increase Student Progress for Bottom Third: Improving student progress will focus on the following strategies: Identifying the bottom third of our students in all academic areas (e.g., General education, ELL's, and SWD's); implementation of the restructuring of the extended day program into three 50 minute blocks (one of the blocks will focus on teacher PLT's and two for small group instruction); additional academic intervention team meeting time for teacher teams to discuss student progress and evaluate student work; organize a after-school literacy program for Native Spanish Speakers program to target our ELL student; provide Wilson and Reward program for our struggling readers throughout student groups; monitor student progress through a variety of interim assessments and teacher team meetings to promote academic growth and refine pedagogical practices, as well as resources; organize a Check and Connect Mentoring Program that will assign an mentor to oversee our bottom third with supplemental focus on holdovers in order to retain their focus.*
- *Target Population(s): General Education, Student with Disabilities, English Language Learners, Holdovers and students in the ELL and SWD subgroups.*
- *Responsible Staff Members: Principal, Assistant Principals (Data Specialist) and staff members for General Education, Student with Disabilities, English Language Learners and Holdovers*
- *Implementation Timeline: September 2012 through May 2013*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - *Principal and Assistant Principals will design training modules (e.g., Curriculum Night) and host monthly workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.*
 - *The school will host an CCLS workshop and create a parent resource center with user-friendly instructional materials and guides to learn about their*

child child's curriculum and what will be expect of them through CCLS.

- 1) Parent workshops focusing on 7 year Literacy Program and how CCLS will become integrated.
- 2) Parent workshop focusing on Math Departments Remediation Program and how CCLS will become integrated.
- 3) Parent workshop focusing on New York State Promotion Criteria for parents with children with IEPs and what affect CCLS will have on SWD.
- 4) Parent involvement in SLT discussing CCLS and how student achievement and will be assessments utilized.
 - o *The Parent Coordinator and staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries focusing on CCLS within the classroom setting.*
 - o *The school will create and distribute a parent handbook and internet link that is translated in all the dominant languages demonstrating CCLS.*

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - o *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers to support our student population.*
 - o *The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
 - o *Mentors are assigned to support struggling and un-qualified teachers.*
 - o *Use of Danielson framework to create a culture of common instructional language to guide best-teaching practices.*

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - o *All SWDs and ELLs will participate in one of the two CTE literacy-based programs that have been established as part of the overall instructional program.*
 - o *A SAPIS worker was hired to support academies as part of the school's efforts to improve attendance for SWD's, ELLs and holdovers.*

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding Sources:

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2012-June 2013 as indicated below:

- *Professional development to support staff on the process of supporting the bottom 1/3.*
- *Professional instructional materials to support bottom 1/3 of student population during the 50.0 minute extended day program.*
- *Consumable instructional materials for bottom 1/3 of student population.*
- *Parent workshops focusing on CCLS.*
- *Parent workshops focusing on CCLS and SWD.*
- *Consumable instruction materials for parent workshops.*
- *Teacher per-session for in school and after school workshops.*

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

*By June 2013, IS 131 will implement rigorous tasks for both ELA and Math that are aligned with CCLS to increase student results on the NYS ELA/MATH assessment by demonstrating progress towards achieving our goal as **measured** by a 5% increase in NYS assessments.*

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting a three-year trend analysis of student performance data on state assessments, it was determined that all student groups showed decreases in performance on the English Language Arts assessment and Math assessment. As a result, we have made progress for our General Education, ELL and SWD a priority goal for the school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

Increase Student Progress by Implementing Rigorous tasks for ELA and Math through CCLS: Improving student progress through CCLS will focus on the following strategies: provide common planning time and professional development for Math and ELA teachers; ELA is part of the DOE Learning Site (Professional Development and per-session support to design CCLS aligned units of study); teacher-teams develop (Math and ELA) CCLS aligned tasks at the beginning of each quarter; students will engage in teacher-teams tasks provided at the beginning of each quarter and submit as cumulative assessment at the end of each quarter.

Activity #2

Increase Student Progress by Differentiating Curriculum in ELA and Math through CCLS: Improving student progress through CCLS: will focus on the following strategies: special education department to focus on SWD's sub-group by creating specializing cohorts based on teacher strengths in achieving results in ELA and MATH; institute Guided-Reading Program through text-complexity in the course of instituting interdisciplinary inquiry to build cross-curriculum connections; use of vocabulary building program in ELA and Math to build student fluency with complex content based terms; research the process of creating a scaffold Math curriculum to engage students of various functional abilities through the integration of CCLS; research and create a system of writing that is similar to RADD in ELA for Math.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - *Principal and Assistant Principals will design training modules (e.g., CCLS and Text-Complexity Forum) and host quarterly workshops and information*

sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.

- *The school will host an CCLS workshop and create a parent resource center with user-friendly instructional materials and guides to learn about their child's curriculum and what will be expected of them through CCLS.*
 1. *Parent workshops focusing on Text-Complexity and how CCLS will become integrated into ELA and Math.*
 2. *Parent workshop focusing on Math Departments Vocabulary Program and how CCLS will become integrated.*
 3. *Parent involvement in SLT discussing CCLS and how student achievement and will be assessments utilized.*
- *The Parent Coordinator and staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries focusing on CCLS within the classroom setting.*
- *Parents will be trained on how to use ARIS Parent Link to view their child's academic standing.*

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers Math and ELA teachers.*
 - *The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
 - *Mentors are assigned to support struggling and un-qualified teachers.*
 - *Use of Danielson framework to create a culture of common instructional language to guide best-teaching practices.*

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - *A SAPIS worker was hired to support academies as part of the school's efforts to improve attendance for SWD's, ELLs and holdovers.*

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan:

Funding Sources:

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2012-June 2013 as indicated below:

- *Professional development to support staff on the process of supporting students through CCLS.*
- *Professional instructional materials to support student population during the 50.0 minute extended day program.*
- *Consumable instructional materials for student population.*
- *Parent workshops focusing on CCLS.*
- *Parent workshops focusing on CCLS and SWD.*
- *Consumable instruction materials for parent workshops.*
- *Teacher per-session for in school and after school workshops.*
- *Math inquiry team per-session one time a week.*

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, we will improve teacher effectiveness by developing a shared understanding of instructional excellence through the Danielson Framework for Teaching. There will be a minimum increase of 5% in the amount of teachers utilizing the framework in their daily practices to improve student achievement and data will be used to enhance teacher effectiveness. This data will be acquired from the data specialist, the AP's and Principal through Teacherscape.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting a three-year trend analysis of student performance data on state assessments, it was determined that all student groups showed decreases in performance on the English Language Arts assessment, and Math assessment for the past three years. As a result, we have made progress for all student groups a priority goal for the school year by utilizing Danielson Framework in our practices.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

- *Professional Development: PD will be given on the following topics: Danielson Framework to monitor, revise and enhance pedagogical practices; use of rubrics with the language of the standards to provide specific feedback to teachers regarding their work; supply and use of Danielson Framework Book to staff in order to plan, set goals and engage in Danielson dialogue; further development of inquiry as teams of teachers use case studies and other forms of data to inform best teaching practices.*
- *Target Population(s): Teachers servicing General Education, Student with Disabilities, English Language Learners and students in the ELL and SWD subgroups.*
- *Responsible Staff Members: Principal and Assistant Principals (Data Specialist) for General Education, Student with Disabilities and English Language Learners.*
- *Implementation Timeline: September 2012 through May 2013*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - *Principal and Assistant Principal's will design training modules and host quarterly Danielson workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.*
 - *The Parent Coordinator and other staff will attend regularly scheduled parent meetings (e.g., SLT) to share information and respond to parent questions*

and inquiries.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.*
 - *The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
 - *Mentors are assigned to support struggling and un-qualified teachers by using Danielson Framework.*

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - *Not Applicable.*

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding Sources:

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- *Supervisor per session to receive Danielson training within the network.*
- *Professional instructional materials to support Danielson Framework during the regular school day.*
- *Purchase of Danielson Framework book for teachers and administrators.*
- *Purchase of Teacherscape program.*

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	114	114	N/A	N/A	N/A	N/A	N/A	N/A
7	156	156	N/A	N/A	N/A	N/A	N/A	N/A
8	138	138	N/A	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA: 1) Word Build 2) Wilson 3) Reward 4) Saturday Test Prep 5) ASPIRA	AIS #1-#4 will be provided during the school day and during the extended day 50.0 minutes. These services will be provided using small group instruction by trained staff members. AIS #4 will be provided at the school as an after school program and on Saturdays.
Mathematics: 1) Tutoring 2) Ed Performance	AIS #1 and #2 will be provided during the school day and during the extended day 50.0 minutes. These services will be provided using small group instruction by trained staff members.
Science: 1) Test Prep Material 2) Performance Test Practice 3) Reward 4) Tutoring	AIS #1-#4 will be provided during the school day and during the extended day 50.0 minutes. These services will be provided using small group instruction by trained staff members.
Social Studies: 1) Test Prep Material	The following service will be offered to the 8th grade population slated to take the state social studies exam. The service was provided by qualified teachers. The instruction was given during the school day and during the 50.0 minute extended time portion of the day.
At-risk Services provided by the Guidance Counselor	A guidance counselor meets students during non-academic periods throughout the day, during the students' lunch period, and before or after school. During the extended time part of the day guidance counselors would also see children.
At-risk Services provided by the School Psychologist	The school psychologist meets a group of 7th graders for weekly rap sessions. She is also available whenever a crisis would arise.

At-risk Services provided by the Social Worker	The school Social Workers' will see students during non-academic periods throughout the day, during the students' lunch period, and before or after school. During the extended time part of the day school social workers would also see children in groups that are dealing with the similar issues.
At-risk Health-related Services	An outside service provider comes in to help students who have difficulty with fine motor skills.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 08X131

School Name: The Albert Einstein School, JHS 131

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The Albert Einstein School has been identified as a school in need of improvement year one in all areas of both Math and ELA (general education population and sub groups). In ELA within and across grades, with the lowest performing grade being 7th, academic concerns include reading and writing for critical analysis and evaluation as well as for response and expression. In Math within and across grades, academic concerns include low performance in the following mathematic strands: geometry, number sense and operations, and algebra.

During school year 2010-2011, our Quality Review revealed the following academic areas of concern:

Continue to support teachers to develop their practices in providing rigorous curriculum for all students that is aligned to key standards. Although rigor is part of the school's goals for this year, the work has not yet translated into consistent lessons or tasks that require students to think critically. Developing a literacy culture is another long term goal. Writing is said to be a focus in all content areas yet in science and math classes writing was not used consistently to explain thinking. There were many missed opportunities to use writing to learn or process learning and truly foster the culture of literacy across content areas.

Strengthen the consistency of differentiated instruction that is aligned to the schools beliefs about how students learn best so that all lessons engage students and offer suitable challenge at their level. Teachers are inconsistently implementing the Workshop Model across the school. Differentiation is seen in English Language Arts classes through independent reading and guided reading groups. In many classes, teachers were able to articulate a rationale for student grouping, yet the work for each group remained the same. There was an absence of a unified and consistent understanding of differentiation. In absence of a deeper understanding of differentiation to incorporate modifications of instruction in the classroom for identified groups of targeted students there is a missed opportunity to increase performance of targeted groups of students and provide suitable challenge for all students.

Develop a system for teacher teams and teachers to set and track goals for targeted groups of students. In most classes, individual students complete a goal sheet to assess where they are and state where they want to go. Students explained that they completed the sheets on Goal Day, a school wide event started this year. In English Language Arts classes, students regularly completed reflections and goal setting on their writing. In science and history they analyze the results on common assessments to identify next steps. Throughout the school there are targeted groups of

students (lowest levels –science, holdovers, ELLS) but there are not clearly established goals with benchmarks to closely track and monitor interventions and progress. Without these structures, it is unclear whether or not teachers are meeting the needs of targeted students and how these goals have leveraged change in classroom practices.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
 - Development and implement an After School and Saturday School Program designed for the general education population (Test Sophistication Focus-Reading and Writing around Nonfiction-Math, Number Sense and operations)
 - Academic Intervention Services for At Risk Population, provided by the SETTS teachers and general education teachers (as assigned during monthly Academic Intervention Meetings)
 - Extended day tutoring groups for students in the bottom 1/3 (50 minute periods, two times a week)

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Title I funds will be used to provide professional development to teachers to improve classroom instruction (Danielson), look at student work, develop rigorous units of study and align tasks to the Common Core Learning Standards. Professional development money will be used to purchase consult days from AUSSIE and Creative School Services. The consultants work closely with Assistant Principals to design professional development, action plan, organize common planning activities and develop curriculum.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

At JHS 131, we are lucky to have a veteran teaching staff, with only three untenured teachers. Teachers deemed ineffective, through frequent informal and formal observations, an intervisitation and mentor teacher plan is designed by their supervising Assistant Principal.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

The school will use the provided letter to provide parents with information. The provided letter will be translated in the identified languages and back-packed home. The letter will also be posted on the IS 131 web site.

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

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

Part I: School ELL Profile

A. School Information [?](#)

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

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

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

C. Teacher Qualifications [?](#)

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


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

D. School Demographics

Total number of students in school	842	Total Number of ELLs	54	ELLs as share of total student population (%)	6.41%
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Part II: ELL Identification Process

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

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

All new student admits are given a copy of the home language survey by the pupil personnel secretary (A. Menihan). With the assistance of our licensed ESL teacher (L. Altidor), who also acts as translator (speaks Spanish), the home language survey is filled out and an interview is conducted with both the student and the parent (in their native language if applicable). If it is determined that the students speaks a language other than English our ESL teacher along with our Testing Coordinator (C. Ratjen) organize and administer the LAB-R and/or the Spanish LAB within 10 days of admittance. The LAB-R and/or the Spanish LAB is scored in-house to determine ELL eligibility.

If it is determined the student is an ELL that student receives the entitlement letter, parent survey and program selection forms. These forms are collected by the ESL teacher who communicates with the parents about the ESL program available at IS 131. The parent survey letters indicate ESL as the trend in program choice. The ESL teacher in partnership with the Parent Coordinator (B. Butler), Testing Coordinator and Assistant Principal ensures the receipt of the the entitlement letters from new admits within 10 days of registration. This is done through initial contact with the parent at registration, reminders letters sent home via backpack and calls from the ESL teacher. The Home Language Surevey is kept in a file with the pupil personnel secretary (A. Menihan). Already enrolled ELLs receive the entitlement letter wihtin the first month of school, a copy is kept in the Testing Coordinators office and follow up is done via phone calls by the ESL teacher.

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

Part III: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program	<input checked="" type="radio"/> Yes	<input checked="" type="radio"/> No	If yes, indicate language(s):
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Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	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	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

I.S. 131 is located in the Northeast Bronx. Our population is comprised of 59% Hispanic, 37% black and 3% Asian. The ELL population of the school is 6.2%. Fifty-four students are ELL's. Our ESL program is run by a qualified ESL teacher who is also supported by the SETTS teacher. The SETTS teacher not only works along with the ESL teacher, but also services at-risk ELL students on her own. English Language Learner students are programmed along side non English Language Learner in heterogenous classes traveling together as a group. Most often, English Language Learners are programmed in the same block class (approximately 6 ELLS in one General Education Class) in order to facilitate our ESL push-in model (two teachers in a room, one general education teacher and one licensed ESL teacher). English Language Learners at all levels are provided with the same, standards-based instruction as general education students.

In our freestanding ESL program we are servicing 53 students through push in and pull out models. Classes are leveled based either on NYSESLAT or Lab-R results. ESL instruction is provided based on beginning and intermediate levels with 360 minutes of instruction and the advanced level with 180 minutes [as determined by the LAB-R or NYSESLAT results] and is consistent with CR Part 154 units of instruction requirements. It is also aligned with SED ESL Learning standards. English is the predominate language of instruction.

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

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

Our ELL students are provided with quality instruction to help them attain English proficiency while meeting state academic achievement standards. In our freestanding ESL program we are presently servicing 53 ELL students who speak Spanish. These students are in grades 6 through 8 (general education and special education). Classes are leveled based either on NYSESLAT or LAB-R results. ESL instruction is provided using the push-in model and based on beginning and intermediate levels with 360 minutes of instruction and the advanced level with 180 minutes of instruction (as determined by the LAB-R or NYSESLAT) and is consistent with CR Part 154 units of instruction requirements. ESL instruction is also fully aligned with SED ESL Learning Standards. ESL strategies are also utilized in the major content areas in the general education classroom. In our pull-out ESL program our primary goal is to improve student's achievement through a comprehensive Balanced Literacy and Numeric approach that will be also infused in the content areas. Our focus is to use the Regional Point of Entry Model (POEM) to instruction the English Language Learners. Through this model, the ESL students will be actively engaged in interactive mini lessons such as "Read Aloud, Shared Reading, Partner and Small Group Instruction, Independent Work, Whole Class Sharing, Summarizing and follow up activities. The students will also be instructed using the Writer's Workshop model in all genres. We will also implement test-taking sophistication strategies to help the ELL's exceed the standards in all standardized tests.

ESL strategies are also utilized in the major content areas (Science, Social Studies, Math and ELA) in the general education classroom (taught in English), in which our ELL population are regularly scheduled. For instance:

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

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

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

A. Programming and Scheduling Information

they require extensive assistance to make language more comprehensive.

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

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

The teacher focuses her instruction to help them in the development and use of skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose and setting. The teacher also scaffolds instruction using text representation which is the recreation of concepts and language from one genre into another. Examples of text re-presentation include asking students to transform scientific content into a friendly letter to a peer or family member, changing a poem into a narrative or a narrative into a play.

The newcomers (0-3 years) are considered an extremely important part of our school population. The ELL population is diverse in many aspects, such as language, culture, levels of English language proficiency, educational background and preparation, and grade and age when first enrolled in school. Many ELL’s bring excellent preparation from their home country, while others have limited educational experience. The languages and cultures of all ELL’s are respected and valued throughout the school. Their parents are made to feel like important members of the school community. Newcomers are still part of the free standing ESL program and the general education classroom (taught in English), the program is differentiated in that these students get a combination of push-in and pull-out services. Students receive native language support and development during pull-out sessions and English language support and development during push-in sessions. Newcomers students are also invited to attend our extended day activities with our licensed ESL teacher.

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

I.S. 131 has students who have been in ESL for over six years. The ESL Department understands that such students should receive additional instruction, specifically around the construct and question types they will see on the NYSESLAT exam. Students who have been in ESL for over six years will also be supported during the extended day program, allowing them extra teacher support and

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	learning based on the student's individual education plan and level of language proficiency. ELLs who are served by their IEP follow		
75%	subject specific units of study, differentiated based on ability. In class supports in Special Education classrooms include ScanTron		
50%	Performance Series instruction (online testing and differentiation material), Rewards and Wilson support. Teachers also provide students		
25%	with leveled text and support questions to increase English Language Proficiency.		
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

Targeted intervention programs for ELLs are similar to those in the General Education program. Intervention is targeted and specific. 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. Students' intervention services include, small group instruction that mimics the day instruction (extended day program), guided reading support, Wilson Program, Rewards, and push-in services by licensed teachers. Intervention and service support correspond to each ELLs' age and grade level.

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

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

Since 99% of the ELL students are Spanish Language speakers, the ESL Department is also interested in helping students to attain a high level of proficiency in their native language. The ESL teacher supports native language instruction, specifically with newcomers, during pull out ESL instruction. Students are able to respond to in class teacher prompts in Spanish, with support of the ESL teacher and are provided with Spanish novels to support independent reading practice and ELA skill development. In Math, general education teachers, with the support of the ESL teacher, provide students with Math problems in their native language.

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

Instructional materials vary based on subject specific units, the ESL teacher supports and scaffolds materials used in the subject specific units of study (push-in model). During pull-out ESL sessions the teacher uses the following instructional material: one of the instructional materials that we use is "Shining Star". This material is designed especially for English Language Learners and targets all proficiency levels. It helps the ELLs meet the standards and it supports teachers in every aspect of instruction. Most importantly, it offers manageable support to motivate students to succeed in English, across the content areas and in their daily lives. Shining Star provides the necessary resources to assure the success in the instructional process. This set includes: Annotated teacher's Edition, student workbook, assessment guide, transparencies, graphic organizers, answer keys, etc. All levels of students, more so the Advance Level ELLs, are using "Getting Ready for the NYSLAT and Beyond by Attanasio & Associates and NYSLAT by Continental Press to prepare for the difficult NYSESLAT exam. Extra instructional time is provided during the extended day program (50 minutes) for students new to the country in order to work on Basic English Language skills. English Language skills are developed through the use of Star Fall (www.starfall.com, an internet web site that introduces students to common sight words and phrases), picture-word recognition games and speaking (conversational opportunities in English).

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

C. Schools with Dual Language Programs

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

Not Applicable

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

D. Professional Development and Support for School Staff

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

In order to support professional development, teachers meet in teams (during departmental common planning periods) to discuss best practices, create and analyze common assessments, and look at student work. With the support of our Network, teachers participate in workshops and other professional development opportunities to strengthen their understanding of the ELL learner and share teaching strategies. We have sent the ESL and the supporting general education teacher to QTEL training in the past and when possible this practice will continue so that their training will advance. In turn the ESL teacher shares the strategies with the general education teacher during the push-in session that is being provided for the student.

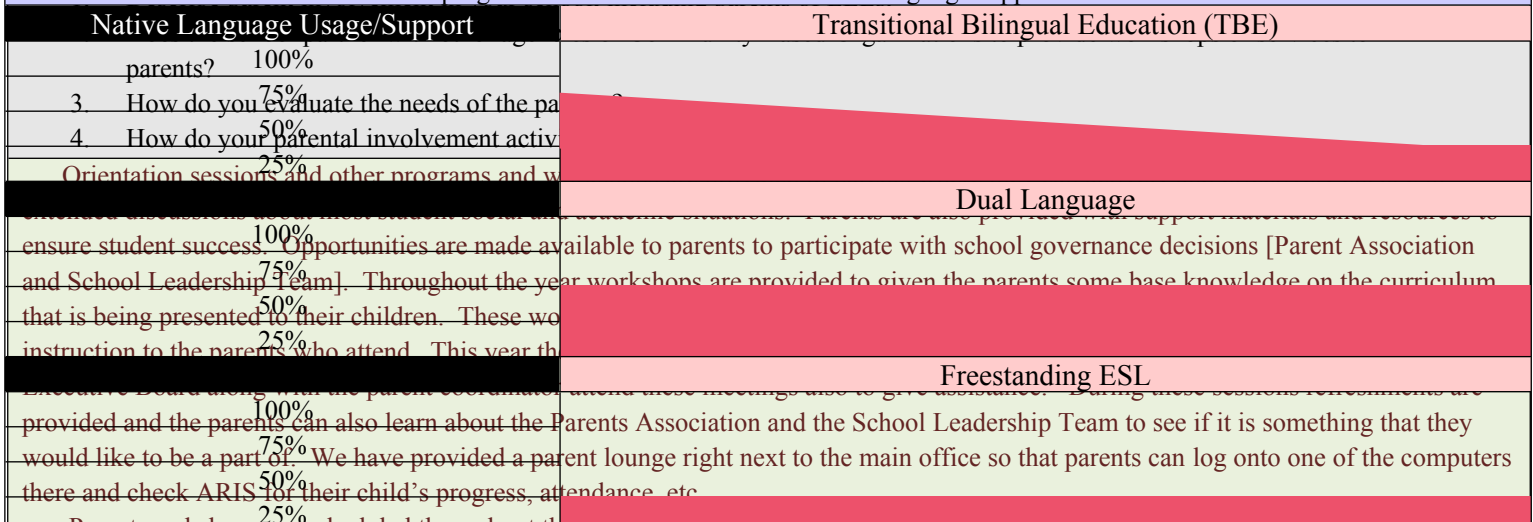
Most professional development opportunities are done "in-house" during professional learning team meeting. Teachers meet in teams during subject specific common planning to discuss best practices and look at student work. Teachers plan together and discuss teaching strategies to assist English Language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

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

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

Native Language Usage and Supports

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



E. Parental Involvement

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

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

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

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
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C. Schools with Dual Language Programs

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

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

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

We currently use a variety of assessment systems to monitor our ELL population. ALL students participate in I.S. 131's writing baseline, Fountas and Pinnell running records, Acuity Periodic Assessments (the predictice), and the ELL periodic assessment. These data are shared with the ESL teacher, classroom teacher, administrative team and the curriculum committee. Each member uses the data to inform instruction and make school wide decisions about materials, after school programs and ESL model. We do not have current reading data, as our Fountas and Pinnell running records assessments are incomplete, they are due November 11, 2011. Previous data reveals a need

Additional Information

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

Paste additional information here

D. Professional Development and Support for School Staff

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

In order to support professional development, teachers meet in teams (during departmental common planning periods) to discuss best practices, create and analyze common assessments, and look at student work. With the support of our Network, teachers participate in workshops and other professional development opportunities to strengthen their understanding of the ELL learner and share teaching strategies. We have sent the ESL and the supporting general education teacher to QTEL training in the past and when possible this practice will continue so that their training will advance. In turn the ESL teacher shares the strategies with the general education teacher during the push-in session that is being provided for the student.

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

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

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

E. Parental Involvement

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

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

Parent workshops are scheduled throughout the year by our Parent Coordinator, Parent Association President and the School Leadership Team; they range in topics from health and adolescent concerns to NYS Testing procedures and accommodations. Parents are provided with translated versions of all documentation provided at the workshops as well as a translator. Parent workshops are usually an hour in length, presented in the auditorium, the Parent Association room or the Library. Someone from the Executive Board of our PA is in

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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							8	4	4					16
Intermediate(I)							5	7	6					18
Advanced (A)							7	6	7					20
Total	0	0	0	0	0	0	20	17	17	0	0	0	0	54

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	10	3	0	0	13
7	13	4	0	0	17
8	7	6	0	0	13
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	7	0	9	0	1	0	0	0	17
7	5	0	12	0	0	0	0	0	17
8	9	0	5	0	0	0	0	0	14
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	8		13		11		2		34
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				

New York State Regents Exam

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

Native Language Tests

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

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

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

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Paste additional information here

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 6 **Network:** 608

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

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

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

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Albert Einstein School	DBN: 08X131
Cluster Leader: Jose Ruiz	Network Leader: Rudy Rupnarain
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> 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 checked="" type="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 30 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our comprehensive after school program runs from January to June, two days a week (Mondays through Wednesdays, 2:30-4:30) for all invited 6th, 7th and 8th grade ELL Students (26 students in total). Two days a week English Language Learners are involved in guided reading (Achieve 3000) and NYSESLAT test preparation (using the textbook *Studying for the NYSESLAT and Beyond*), vocabulary work, listening and speaking practice (paired conversations and academic conversation) as well as reading and writing activities. Students will rotate, both Monday and Wednesday, in two groups of 13 (intermediate and advanced students from 6th, 7th, and 8th grades) between one hour of Achieve 3000 work and one hour of NYSESLAT test preparation. The ELA and Common Branch teacher works with the Achieve 3000 program while the ESL teachers works with the students in NYSESLAT test preparation. Achieve 3000 is only successful when students are given consistent and focused feedback, therefore, it is important to have a small teacher to student ratio in order to facilitate feedback.

Services are provided by four licensed teachers (two ESL licensed teachers, a Common Branch licensed teacher, and an ELA licensed) the ESL and the Common Branch teachers are collaborating during planning and implementation. The ELA and Common Branch teacher will be working with half the class on Achieve 3000, while the ESL teacher supports the other half of the class with the NYSESLAT test preparation material. The teachers will be in the same room, in order to fully support one another while working with small groups in order to provide more targeted supports. Academic work is done in English with Spanish support. Students were targeted by the ESL teacher using the ELL periodic assessment Data, the 2011 NYSESLAT scores, the 2011 NYS Math exam, and teacher observational data. Students are grouped in two levels; one group is comprised of beginning level ELL students who need extra support primarily in the speaking and listening section of the NYSESLAT and another group of intermediate students who have the chance to pass the NYSESLAT by working primarily on their reading and writing skills.

Part C: Professional Development

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

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

Begin description here: Most staff development is done through our Professional Learning Teams. Every teacher in the school is involved in a professional learning team where teachers meet to discuss best practices, look at student work, analyze assessment data and focus on subgroups (such as ELLs). Our English Language Learners are only 6% of our student population, but are discussed at almost every PLT meeting. Teachers meet weekly in teacher teams focusing on how to scaffold tasks to meet the needs

Part C: Professional Development

of ELLs, integrate pre-reading strategies that will help ELLs access text and understand difficult content area concepts, and how to use cooperative grouping to engage students in accountable talk. Formal, centrally based professional development is attended by our ESL teacher who turn keys important information to subject area Assistant Principals to share with their PLTs. Teachers involved in the Title III After School Program will participate in the following professional development days: Monday, January 9th, 2:30pm-4:30pm, program outline, student recruitment, Achieve 3000 training. Monday, March 12th, 2:30-4:30, Achieve 3000 training, Thursday, March 22nd, 2:30-4:30, Program Planning

Part D: Parental Engagement Activities

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

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

Begin description here: English Language Learner parents are invited to all IS 131 parent workshops. Parent workshops are held throughout the year (an average of two a month), topics include: orientation to the ARIS parent link, overview of academic program and curriculum, high school application process, cyber bullying and internet issues, preparation for the NYS ELA and Math exams, and individualized education plans. Parent workshops are held during the day by IS 131 staff members, teachers, administrator and our parent coordinator are involved in developing appropriate materials and leading the parent workshops. If translation (Spanish) is needed we provide on site translation during the workshop as well as translated paper communication. We target, send invitations to, all 54 of our ELL families, usually 3-4 ELL families are in attendance. We do have an excellent turnout of ELL families at our celebratory events (honor roll assembly, concerts etc.). Title III After School program parents are invited to a workshop, "Preparing Your Student for the NYSESLAT and Beyond", Monday, April 30th, 4:30 pm-5:30, parents will be notified of this event via the Parent Coordinator, ESL teacher, and parent letters. Ms. M. Gundogdu, Assistant Principal will provide the workshop along with the ESL teacher for translation and further explanation.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$ 8810.56 (4 teachers x 4 hours per week x \$50.06 per session salary with fringe x 11 weeks)	After school program per session (two times a week, 2 hours, March-June, two staff members)
Purchased services		

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

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"> 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. 	\$2472.90 (6 x 30 pk of Rally! NY ELA Rehearsal-grade 6-7-8 x \$159.00, 6 x Getting Ready for the NYSESLAT and Beyond Teacher's Guide-grades 6-7-8 x \$39.95, 16 x Getting Ready for the NYSESLAT and Beyond Student Pack Grades 6-7-8 x \$79.95)	Instructional Materials (Preparing for the NYSESLAT and Beyond – including consumable student workbooks, RALLY!)
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	11200	