2018-19

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

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

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

Principal: MONIQUE MASON
School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Albert Einstein School

School Number (DBN): 08X131

BEDS Code: 32080010131

Grades Served: 6 - 8

School Address: 885 Bolton Avenue Bronx, NY 10473

Phone Number: 718-991-7490

Fax: 718-328-6705

School Contact Person: Ms. Monique Mason

Email Address: Mmason3@schools.nyc.gov

Principal: Ms. Monique Mason

UFT Chapter Leader: Mr. Anil Budram

Parents’ Association President: Ms. Carolina Santana

SLT Chairperson: Ms. Geraldine Plair

Title I Parent Representative (or Parent Advisory Council Chairperson): Ms. Yancy Betancourt

Student Representative(s): none

CBO Representative: none

District Information

Geographical District: 8

Superintendent: Dr. Erika Tobia

1230 Zerega Avenue Bronx, NY

Superintendent’s Office Address: Etobia@schools.nyc.gov

Superintendent’s Email Address: 718-828-5435

Phone Number: 718-828-6239

Fax: none

Field Support Center (FSC)

FSC: Bronx

Executive Director: Jose Ruiz
<table>
<thead>
<tr>
<th>Executive Director’s Office Address:</th>
<th>1 Fordham Plaza, Bronx, NY</th>
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<tbody>
<tr>
<td>Executive Director’s Email Address:</td>
<td><a href="mailto:jruiz2@schools.nyc.gov">jruiz2@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-828-6653</td>
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<tr>
<td>Fax:</td>
<td>718-828-2760</td>
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All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with Chancellor’s Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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<tbody>
<tr>
<td>Ms. Monique Mason</td>
<td>*Principal or Designee</td>
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<tr>
<td>Mr. Anil Budram</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Ms. Carolina Santana</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>Ms. America Rodriguez</td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>Ms. YancyBetancourt</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
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<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td></td>
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<tr>
<td>Ms. KaychellEnglish</td>
<td>Lead CBO Representative</td>
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<tr>
<td>Ms. Geraldine Plair</td>
<td>Member/Staff</td>
<td></td>
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<tr>
<td>Ms. KylaRodgers</td>
<td>Member/ Staff</td>
<td></td>
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<tr>
<td>Ms. Luz Robles</td>
<td>Member/ Parent</td>
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<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
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<tr>
<td>Ms. Yahaira Guzman</td>
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<td>Mr. Jason Bowles</td>
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Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community.

The process of developing and implementing the SCEP is aligned to the Framework for Great Schools. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development aligned with the school’s state accountability and informed by New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development

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

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

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

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<td><strong>Rigorous Instruction</strong>: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</td>
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<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<tr>
<td><strong>Collaborative Teachers</strong>: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</td>
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<tr>
<td><strong>Effective School Leadership</strong>: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.</td>
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<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
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<tr>
<td><strong>Trust</strong>: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.</td>
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**Accountability Tools and the Framework for Great Schools**

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

**NYSED’s Six DTSDE Tenets**

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

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

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

**NYCDOE’s Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of school communities. All of the qualitative assessments are rooted in the Quality
Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 2017-18 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

• a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
• a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the SCEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the SCEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

• Step 1: Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.

• Step 2: Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.

• Step 3: In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), and other qualitative and quantitative data.
• **Step 4:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

• **Step 5:** Build consensus around activities, strategies and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

• **Step 6:** Implement at least one USDE Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is Evidence-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of) beginning no later than the 2018-19 school year.

• **Step 7:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

• **Step 8:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.
### Section 4: SCEP Overview

| 1. What is your school’s mission statement? | It is the mission of The Albert Einstein Middle School to work together in excellence to provide all students with a college and career preparatory curriculum based on their unique individual academic and social-emotional needs. Our aim is to work closely with every member of our educational community, to engage every child intellectually, socially and emotionally. We guide our students on their quest for excellence in order to achieve greatness in high school, college and beyond. |
| 2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented. | The Albert Einstein Intermediate School 131 is a Middle School with approximately 500 students from grade six through grade eight. The school is located in the Soundview section of the Bronx. To help us achieve our mission our students are engaged in rigorous activities as well as a wide array of extracurricular activities that are offered to all of our students. In order to support our emphasis on the Common Core Learning Standards, we utilize a scheduling system, which allows for teachers to common plan and engage in inquiry work throughout the week. We parallel program our self-contained classes along with general education classes allowing for easy transition into a Least Restrictive Environment (LRE). We have strong collaborations with Core Ready/Litlife, National Training Network (NTN), Ramapo, and Teacher’s College (TC). These collaborations offer professional development for our teachers to maximize instruction for our students and provide social-emotional intelligence. The SRT and Astor Clinic programs will support the development of relationships between parents and community resources in order to enable the social, emotional health of our at risk students. As a school, I.S. 131, through our partnership with our community school director, and community based organization, ASPIRA, we celebrate the Arts and exist to provide every student with a forum for artistic expression and appreciation within an academic environment. Opportunities exist for every student to develop mastery of at least one creative talent, we offer visual art, band and dance. Through our Broadway Junior Grant, we will have another successful theatre arts production for the 2018-2019 school year. We strive to nurture our students as we encourage their artistic potential and interests through a rigorous standards-based program. I.S. 131’s main focus is to assist each student in attaining reading, writing, thinking, listening and speaking skills on or above grade level, as well as to develop an appreciation for the Visual and Performing Arts. IS 131 strives to meet the needs of the “whole child”. The school has systems in place to identify our students at risk academically, emotionally and behaviorally. Through the Bronx Field Support Center and the Special Education School Improvement Specialist (SESI), weekly meetings are held, whereby all community stakeholders attend, to identify students and create plans around them to best meet their specific needs. Through SESI, professional development is provided to our special education teachers as well as any other staff members that may need support. We have three Guidance Counselors who, besides meeting the needs of mandated students’, also provide services to at risk students who are in crisis. These at risk groups can include students with academic, social or emotional needs. |
| 3. Describe any special student populations and what their specific needs are. | The school population comprises 61.8% Hispanic, 33.2% Black, and 3% Asian or Hawaiian/PI, and 1% Native American and 1% Caucasian. The student body includes 10% English Language Learners and 38% Special Education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for this school year is 92.9%. The ELL and Special Education population need specific scaffolding and strategies to make content accessible for them. We offer Integrated Co-Teaching classes, Special Education Teacher Support Services (SETSS), 12:1 and 12:1:1 classes to meet the specific needs of the special education students, including a 12:1 grade 7-8 bridge class. Our special education population receives services in speech, occupational therapy and counseling, as well as uses adaptive technology and adaptive physical education. |
We utilize push in and pull out English as a Native Language (ENL) services to meet the specific needs of the varying language development of our English Language Learners. We service ELL students in Spanish, Wolof, Arabic, Fulani, Bengali, and Niger-Congo.

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The element of the Framework for Great Schools in which we made the most progress was in solidifying the curricula that is in place and institution of certain curriculum for collaboration among middle schools in the district.

Last year’s instructional focus was to adjust our professional practice to ensure that subgroups of students received the support they needed to thrive academically and emotionally.

Our 2018-2019 instructional focus is, "increasing student achievement by improving instructional differentiation through ongoing data-driven inquiry." Our focus this year is to add the use of data to adjust our professional practice. Our data analysis, both qualitative and quantitative, will be used to inform instructional expertise. We will analyze formative data to identify patterns of strengths and needs and use the insights highlighted to develop goals and objectives that can drive the school improvement. We will be utilizing IO Education and IO Assessment for the collection of data and District Public for data analysis.

5. Identify at least one USDE Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is Evidence-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of data) to be implemented in the 2018-19 school year.

The Turnaround Principle to be implemented in the 2018-2019 school year is: Using data to inform instruction for continuous improvement. We will incorporate 6-8 week Inquiry RTI cycles, beginning Oct. 2018, focusing on pushable/slipable Level 1 / Level 2 students, and ELL's where teachers will teach specific skills and/or standards in ELA and Math. We will continue to implement our "Focus Friday" into our instructional program beginning biweekly in October 2018 and weekly beginning in February 2019, where teachers will re-teach focused concepts and standards and then students will be assessed to show progress towards mastery of the standard. We will continue to implement "Power Hour" beginning in Feb. 2019 to April 2019 to provide additional support towards mastery for the NYS ELA and Math exam. Teachers will use that data to then plan for next weeks differentiated instruction for the students. The data will be tracked and monitored throughout the year using IO Assessment.
**School Demographics and Accountability Snapshot for 08X131**

**School Configuration (2018-19)**
- Grade Configuration: 06,07,08
- Total Enrollment (2017-18): 460
- SIG Recipient (Y/N): No

**English Language Learner Programs (2018-19)**
- Transitional Bilingual: N/A
- Dual Language: N/A
- Self-Contained English as a Second Language: N/A

**Special Education Programs/Number of Students (2015-16)**
- # Special Classes (ELA): 69
- # SETSS (ELA): 30
- # Integrated Collaborative Teaching (ELA): 74
- # Special Classes (Math): 70
- # SETSS (Math): 32
- # Integrated Collaborative Teaching (Math): 74

**Types and Number of Special Classes (2018-19)**
- # Visual Arts: 9
- # Music: 7
- # Drama: 9
- # Foreign Language: 3
- # CTE: 8

**Student Composition (2017-18)**
- % Title I Population: 84.0%
- % Attendance Rate: 91.0%
- % Free Lunch: 83.5%
- % Reduced Lunch: 0.7%
- % Limited English Proficient: 12.2%
- % Students with Disabilities: 32.8%

**Racial/Ethnic Origin (2017-18)**
- % American Indian or Alaska Native: 0.4%
- % Black or African American: 32.6%
- % Hispanic or Latino: 60.7%
- % Asian or Native Hawaiian/Pacific Islander: 4.8%
- % White: 1.1%
- % Multi-Racial: 1.1%

**Personnel (2015-16)**
- Years Principal Assigned to School (2018-19): 5,74
- # of Assistant Principals (2016-17): 6
- % of Teachers with No Valid Teaching Certificate: 9%
- % Teaching Out of Certification: 27%
- % Teaching with Fewer Than 3 Years of Experience: 20%
- Average Teacher Absences: 8.3

**Student Performance for Elementary and Middle Schools (2017-18)**
- ELA Performance at levels 3 & 4: 27.0%
- Mathematics Performance at levels 3 & 4: 21.5%
- Science Performance at levels 3 & 4 (4th Grade) (2016-17): N/A
- Science Performance at levels 3 & 4 (8th Grade) (2016-17): 34%

**Student Performance for High Schools (2016-17)**
- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- Global History Performance at levels 3 & 4: N/A
- History Performance at Levels 3 & 4: N/A
- 4 Year Graduation Rate: N/A
- % Year Graduation Rate (2011 Cohort): N/A
- Regents Diploma w/ Advanced Designation: N/A
- % ELA/Math Aspirational Performance Measures (2015-16): N/A

**Overall NYSED Accountability Status (2018-19)**
- Reward: No Recognition
- In Good Standing: No
- Local Assistance Plan: No
- Focus District: Yes Focus School Identified by a Focus District
- Yes
- Priority School: No Focus Subgroups
- SWD, Black, Hispanic, ED

**Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)**

**Elementary/Middle School**
- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: YSH
  - White: N/A
  - Multi-Racial: N/A
  - Students with Disabilities: NO
  - Limited English Proficient: N/A
  - Economically Disadvantaged: YSH
  - ALL STUDENTS

**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
- American Indian or Alaska Native: N/A
- Hispanic or Latino: N/A
- White: N/A
- Multi-Racial: N/A
- Students with Disabilities: NO
- Limited English Proficient: N/A
- Economically Disadvantaged: NO
- ALL STUDENTS

**Met Adequate Yearly Progress (AYP) in Science (2016-17):**
- American Indian or Alaska Native: N/A
- Hispanic or Latino: NO
- White: N/A
- Multi-Racial: N/A
- Students with Disabilities: YES
- Limited English Proficient: N/A
- Economically Disadvantaged: YES
- ALL STUDENTS

**High School**
- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Students with Disabilities: NO
  - Limited English Proficient: N/A
  - Economically Disadvantaged: N/A

**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
- American Indian or Alaska Native: N/A
- Hispanic or Latino: N/A
- White: N/A
- Multi-Racial: N/A
- Students with Disabilities: NO
- Limited English Proficient: N/A
- Economically Disadvantaged: N/A

**Met Adequate Yearly Progress (AYP) in Graduation (2016-17):**
- American Indian or Alaska Native: N/A
- Hispanic or Latino: N/A
- White: N/A
- Multi-Racial: N/A
- Students with Disabilities: NO
- Limited English Proficient: N/A
- Economically Disadvantaged: N/A
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
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<td><strong>Tenet 3 Statement of Practice</strong></td>
</tr>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
</tr>
<tr>
<td><strong>SOP(s) Addressed</strong></td>
</tr>
<tr>
<td>3.2</td>
</tr>
<tr>
<td>3.3</td>
</tr>
<tr>
<td>3.4</td>
</tr>
<tr>
<td>3.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 1b. Needs/Areas of Focus:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</td>
</tr>
</tbody>
</table>

1. **What are the school’s strengths relative to this Framework element?** Indicate the data trends, source and year.

2. **What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?** Indicate the data trends, source and year.

Reflection:

According to our 2017-18 Principal Performance Observation (PPO), an area of celebration was our thorough Response to Intervention Plan that is multifaceted in both ELA and Mathematics and our partnership with District Public to analyze our school-wide data to create groups of slipable and pushable students. An area of focus was for the teachers to align to the instructional focus of the school and for the classrooms to reflect data driven instruction. Pedagogy in the classroom must be improved by having a more thorough feedback process and a more developed professional development plan. In our 2017-2018 Advance summary report indicated that 62% of teachers scored a developing rating in indicator 3d on the Danielson Framework, which serves as a driver for our current professional development plan.

Strengths:

The school’s professional collaboration and distributed leadership structures have strengthened the instructional capacity of teachers as well as their involvement in school decision making across the school. Teachers have
implemented a comprehensive system for using formative and summative assessments that involve student reflection and tracking of student learning. On the 2018 NYSCC exams, the school increased proficiency in ELA by 10%. In Math, the school showed gains of 11% in math proficiency as well reduced Level 1s by 2%.

Needs Improvement:

As a school we were successful in creating a comprehensive system for using formative and summative assessments to drive student achievement. In our classrooms we have noticed that students are not yet able to demonstrate mastery of daily grade level learning tasks, and many of our students are still not proficient in Math and ELA. We now need to begin a deeper analysis of the data by grade and teacher, and strengthen our curricula and tasks for providing more differentiation for individual learners. We will focus on differentiating rigorous tasks for ELLs and SWDs in ELA and Mathematics utilizing SDI for differentiation of standard based task. At the classroom level, this includes frequent small group instruction, skills intervention using technology, and remediation groupings based on accurate formative assessment data. At the school level this includes differentiated professional development and tiered teacher leadership to increase staff capacity at meeting these goals.

<table>
<thead>
<tr>
<th>Part 2 – Annual Goal</th>
</tr>
</thead>
</table>

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, there will be a 5% decrease in level 1s and a 5% increase in proficiency in Math as a result of focusing on algebraic expressions as measured by Iready.

By June 2019, there will be a 5% decrease in level 1s and a 5% increase in proficiency in ELA as a result of establishing a system of monitoring independent reading in the classroom as measured by logs and conferencing notes.
## Part 3a – Action Plan

### Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>June-August 2018</td>
<td>School Principal and school programmer will work together to schedule meeting time.</td>
</tr>
<tr>
<td>School leaders and teachers will revise and enhance rigorous units of study during the designated teacher team and common planning times.</td>
<td>July-August 2018, November - January 2019</td>
<td>Assistant Principals, NTN coaches, LitLife consultants, and grade level department lead teachers</td>
</tr>
<tr>
<td>School leaders will form a curriculum committee headed by APs and department leads to grade student tasks, analyze data, and adjust curriculum and performance tasks. The committees will systematically adjust units as the year progresses for a stronger alignment to the standards.</td>
<td>September 2018, December 2018, March 2019, 2019</td>
<td>Assistant Principals, NTN coaches, LitLife consultants, and grade level department lead teachers</td>
</tr>
<tr>
<td>The school will implement an after-school venue focusing on ELA and Math and a Saturday venue for all students, as well as a venue for ENL students.</td>
<td>Teachers, students, ENL teacher and ENL students Wednesday, Thursday, and Saturday from October, 2018- May, 2019</td>
<td>Assistant Principals</td>
</tr>
<tr>
<td>Teachers will utilize IO Education to track students grades and assessment data. Students and parents will access Pupil Path to monitor subject progress.</td>
<td>Teachers/students/Parents Beginning in September throughout the 2018-19 school year</td>
<td>Assistant Principals</td>
</tr>
<tr>
<td>Teachers will conference with students to set an action plan where teacher and students look at data, reflect and set goals for students academic success.</td>
<td>Teachers and students October 2018 and February 2019 with</td>
<td>Assistant Principals</td>
</tr>
</tbody>
</table>
School will utilize Peer Collaborative Teacher in Math and Model Teacher in ELA to support teacher development and pedagogy.

| Teachers | Starting in September throughout the 2018-19 school year | Assistant Principal, Peer Collaborative Teacher, Model Teacher |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

The Albert Einstein Intermediate School has an active Parent Association that works with our Parent Coordinator to communicate with parents about various events held at I.S. 131 and community school events. We hold Family Nights, Curriculum Nights, Family Engagement trips, workshops, and our principal and parent coordinator hold a joint monthly “Breakfast with the Principal and Parent Coordinator”. This is a forum for parents to receive information, give suggestions and voice any concerns. In addition, parents and students can view upcoming assignments on teacher web pages at 131.org as well as monitor their child’s progress via Pupil Path and our parent coordinator social media page. Our guidance counselors will continue to guide parents in the high school application process. For parents who are unable to travel to school for meetings, all information will be updated to the schools website, the IS 131 Parent Twitter Account and uploaded on Pupil Path and social media page.

### Part 4 – Budget and Resource Alignment

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

1. Common planning periods will be embedded into the school day schedule along with RTI periods for pushable/slipable students embedded into the school day.

2. Teacher Team/Inquiry periods will be scheduled to promote data analysis.

3. Common planning periods will be established to support teachers meeting by department to create and implement rigorous units of study.

4. Cabinet meeting time will be scheduled every Monday to evaluate and update calendar of professional development and collaborative practices.

5. National Training Network consultants, Core Ready/ LitLife consultants, along with support from the Bronx Borough office, are scheduled to provide professional learning venues.

6. Partner with Teacher's College for the implementation of Lucy Calkin’s Writing Units of Study.

7. Per-session for Teachers, administrators, secretary, school aides, family assistant, and paraprofessional for after-school and Saturday venues.

8. Supplies and curriculum for after-school and Saturday venues.
9. Per-session for Teachers and administrators for curriculum committee after-school and summer planning.

10. Funding for schedule programming the for school year 2018 - 2019

11. Hire Peer Collaborative Teacher in Mathematics and Model Teacher in ELA

12. Utilize District Public for data analysis.

13. Utilize consultant for Center for Educational Innovation (CEI) for support with teacher professional development.

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

<table>
<thead>
<tr>
<th></th>
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</thead>
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<td></td>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

Benchmark #2, February 2019, we will see a 2.5% increase in student proficiency in Math as measured by the January iReady administration. Students will be assessed in October as a baseline diagnostic, Benchmark #1, and in February, Benchmark #2, for progress monitoring towards our proficiency goal, and lastly in June, Benchmark #3, for overall improvement for the year. We will administer a mid-term exam in December assessing specific CCLS math standards taught in our curriculum from September to December to monitor progress towards mastery and proficiency in math.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

iReady Assessment

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. (Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 5 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2 The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.</td>
<td>X</td>
</tr>
<tr>
<td>5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.</td>
<td>X</td>
</tr>
<tr>
<td>5.4 All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.</td>
<td>X</td>
</tr>
<tr>
<td>5.5 The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

Reflection: In the 2017-2018 school year, our attendance rate was 90.97% which was down from 91.2% for the 2016-2017 schools year. 30.2% of our students has less than 90% attendance. Currently, our attendance rate for 2018-2019 is 92.9%, showing progress.

Strengths: Our school has a bi-weekly Academic Intervention Team (AIT), weekly School Implementation Team (SIT), and a weekly Attendance Team in place that meets to discuss students’ academic, behavioral and emotional needs. We have implemented the services of a School Response Team (SRT), and the Astor clinic, which are outside agencies, so that all students’ needs are met. Every grade level has a guidance counselor that services not only mandated students, but students in crisis.

Needs Improvement: Although these teams are in place, we need to set up systems to ensure that students arrive to school and are on time so they may receive instruction for the start of the school day. We have 3 Family Workers, one for each grade level, who monitor lateness and make phone calls. We will utilize ATS Reports, ROBO calls and IO...
Education SMS system to capture attendance data. We have a Community School Director supervising weekly meetings with family workers and guidance counselors. We will use quarterly data trackers to identify growth and target struggling students.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, we will see a 2% increase in student attendance as a result of weekly attendance meetings, monthly celebrations and partnership with ASPIRA, CBO, as evidenced as attendance reports in ATS.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
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<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continued implementation of PBIS (Positive Behavior Intervention and Supports), AIT (Academic Intervention Team), SIT (School Implementation Team) and Attendance meetings to ensure all students’ emotional, social, and academic needs are met for SWDs and ENLs.</td>
<td>Teachers</td>
<td>Starting September, 2018 AIT 2nd &amp; 4th Wednesday, SIT Fridays, Attendance weekly meeting on Thursdays</td>
<td>Assistant Principal, Guidance Counselors, DOE Attendance Teacher</td>
</tr>
<tr>
<td>Continued implementation of the School Response Team (SRT) to develop relationships between parents and the community resources to enable the social/emotional health of our at risk students.</td>
<td>Students/ Parents</td>
<td>Wednesdays throughout the 2018-2019 school year</td>
<td>SRT and Assistant Principal</td>
</tr>
<tr>
<td>School will utilize the Community School Director, in conjunction with the DOE Attendance Teacher and the Family Workers for parental contact and home visits for the chronically absent, late or truant students.</td>
<td>Absent and late students</td>
<td>September 2018 - June 2019</td>
<td>Assistant Principal and the Community School Director</td>
</tr>
<tr>
<td>During the 2018-2019 school year we will utilize an outside consultant, Ramapo Coaching, to work with teachers to build positive relationships with student.</td>
<td>Teachers</td>
<td>One Monday a month during the 2018-2019 school year</td>
<td>Assistant Principals and Ramapo Coaching Consultant</td>
</tr>
<tr>
<td>Teachers will utilize IO Education to input anecdotal reports on student attendance, academics, behavior, and parent contact. School leaders will monitor the system to track student progress. We will also use LIVE School for our PBIS tracking system.</td>
<td>Teachers</td>
<td>September 2018 - June 2019</td>
<td>Administration, Guidance Counselors, and Climate Coordinators</td>
</tr>
<tr>
<td>During 2018-2019 school year, we will participate in Yale University RULER Study focusing on Emotional Intelligence</td>
<td>Staff and Students</td>
<td>September 2018 - June 2019</td>
<td>Principal and RULER team</td>
</tr>
</tbody>
</table>
During the 2018-2019 school year we will continue our partnership with CEI to provide instructional and data-driven support to our teachers.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Our partnership with the School Response Team (SRT) and Astor Clinic will ensure support for families in need. Our monthly parent breakfast, PA meeting, our parent engagement time and our parent workshop are all in place for our school to engage and support families.

### Part 4 – Budget and Resource Alignment

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

1. Scheduled AIT, SIT and attendance meetings
2. Weekly full cabinet meeting with school leaders
3. Weekly "Kitchen Cabinet" with school leaders, guidance counselors, and climate coordinators
4. Grade level assemblies for attendance and "Student of the Month" with student incentives, awards and trophies
5. Grade level meetings to review strategies and create incentive goals for the students
6. Schedule of classroom visits from Ramapo Consultant and schedule for School Response Team as well as professional learning for staff.
7. Per Diem for Substitutes and preps for coverages for teachers to attend meetings.
8. Implementation of IO Education to monitor academics, behavior, attendance, and parent outreach.
9. Schedule one-on-one coaching as well as school wide PD with teachers and Ramapo for Children.
10. Participate in Yale University RULER Study

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

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<tr>
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<td>School Achievement Funding</td>
<td>Other</td>
</tr>
</tbody>
</table>

### Part 5 – Progress Monitoring

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

By February 2019, there will be a 1% increase in attendance as measured by the attendance report.
**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Attendance Report (ATS)

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.</td>
<td>X</td>
</tr>
<tr>
<td>4.3 Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</td>
<td>X</td>
</tr>
<tr>
<td>4.4 Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.</td>
<td>X</td>
</tr>
<tr>
<td>4.5 Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source, and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source, and year.

Reflection: According to our 2017-18 Principal Performance Observations (PPO), the principal has instituted teacher teams across departments and by grades. There is strong reliance on the use of data to drive instruction, and to provide targeted intervention. Monday professional development sessions are predominantly delivered by consultants to ensure that all staff are familiar with the new curricula in play, and have access to experts in its implementation. The school hosted a PLC on Core Ready for its sister middle schools. Also, all teachers have access to IO Education, which forms the basis of their collaboration, since they use the data to unpack the success of their lessons and to ascertain what standards need to be revisited. In Math, there was strong evidence of the team using planning time to identify misconceptions that students would be likely to have or have exhibited in their student work and/or unit assessments. The school and teachers use unit and lesson plans across the grades, content areas, and classes that incorporate a progression of sequenced and scaffolded skills for all groups of students, including students with disabilities and English as New Language Learners.

Need Improvement: According to our 2017-2018 PPO, the principal must ensure, with her administrative team, that teacher practice is aligned with the instructional focus of the school. Across most classrooms, it was evident that data is not driving instruction. Seating arrangements, groupings for skills/tiered clusters are not purposeful and low cognitive engagement was observed. Professional Development must focus on differentiation and cognitive engagement.

Part 2 – Annual Goal

2018-19 SCEP-FF
<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019 90% of teachers will participate in collaborative teams based on content areas to plan units of study, analyze students work and design assessments as measured by agendas, minutes, and feedback sheets.</td>
</tr>
<tr>
<td>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</td>
</tr>
<tr>
<td>---</td>
</tr>
</tbody>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | | | |
| | The School Principal will work along with the school programmer to schedule common planning time throughout the week by department and grade level for teachers to engage in inquiry. Teachers | June 2018 to August 2018 | Principal & AP programmer |
| | Teachers of all content areas will participate in inquiry on targeted students. Teachers | Weekly meetings throughout 2018-2019 school year | Assistant Principals, Lead Teachers |
| | Teachers will engage in weekly professional learning venues offered at school, district or Bronx Field Support Center. Teachers | September 2018 - June 2019 | Administrators |
| | We will revise our rigorous tasks to promote high levels of student engagement and inquiry, including our English as a New language learners and students with disabilities. APs, Department Lead Teachers, Teachers | Starting July 2018 to April 2019 | Assistant Principal, Core Ready/LitLife and NTN Consultants |
| | Teachers will engage in professional learning on strategies to increase achievement and engagement with our ENLs, SWDs, and struggling learners. ENL teacher, SETTS teachers and teachers | Three sessions during the school year. | Assistant Principal, ELA teacher, and ENL teacher |
| | ELA and ENL teachers will engage in professional learning venues provided by Teacher’s College on Lucy Calkins Units of Study in writing. ELA and ENL teachers | Summer, 2018 | Principal |
| | We will continue to utilize IO Education and IO Assessment for data collection, to assist teachers in monitoring student progress, online grading with student and parent portals. Teachers, students and parents | September 2018 - June 2019 | IO Education Consultant. Assistant Principal |
| | We will continue to utilize District Public for data analysis to assist teachers in monitoring student progress. Teachers | September 2018- June 2019 | District Public Consultants, Principal and Assistant principals |
| | Administrators and teacher leaders will continue to utilize dropbox curriculum an resources from National Training Network (NTN) focusing on math pedagogical practices aligning to the Standards of Mathematical Practices and Common Core Learning Standards Administrators and teacher leaders | September 2018 - June 2019 | Math Assistant Principal and Peer Collaborative Teachers |
We will continue our partnership with National Teachers Network (NTN) for coaching in mathematics and purchase and utilize Keys to Mathematical Success (KEMS) program along with Manipulative Kits.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Twice a month coaching from September 2018 to June 2109 and throughout the school year for implementation of program</th>
<th>Math Assistant Principal, NTN Consultant</th>
</tr>
</thead>
</table>

Students will be administered Reading and Math assessments through iReady and given individualized instruction based on results. Teachers will monitor student progress.

<table>
<thead>
<tr>
<th>Students</th>
<th>October 2018/February 2019 and June 2019</th>
<th>Assistant Principal</th>
</tr>
</thead>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

<table>
<thead>
<tr>
<th>Throughout the 2018-2019 school year teachers will utilize the Tuesday Parent Engagement time to contact and meet parents to discuss academic progress of their child, along with curriculum night, parent/teacher conferences, IO SMS Messenger, School messenger and our school website and social media page. Guidance Counselors will utilize the time to discuss students socio-emotional progress and/or concerns.</th>
</tr>
</thead>
</table>

### Part 4 – Budget and Resource Alignment

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

1. Teacher team common planning periods
2. Monday professional learning venues
3. Specially Designed Instruction tool
4. Schedule of teacher inter-visitations
5. NTNConsultant
6. LitLife Consultants
7. CEI Consultant
8. Per-session for teachers attending after school hour PDs
9. Teacher College Professional Learning Venues
10. IO Education and IO Assessment for data collection and analysis
11. District Public for data analysis
12. Curriculum Resources, materials and coaching from National Training Network (NTN) Consultant
13. Tuesday Parent Engagement time

14. Testing Coordinator, F-Status, 2x weekly

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

<table>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By February 2019, we will see a .25 point improvement in the measure of Danielson Component 3d, Using Assessment in Instruction, measured by the Advance Rubric.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Advance

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 2 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>2.2 The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).</td>
<td>X</td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</td>
<td>X</td>
</tr>
<tr>
<td>2.4 The school leader has a fully functional system in place aligned to the district’s Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.</td>
<td>X</td>
</tr>
<tr>
<td>2.5 Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Reflection: According to the 2017-2018 PPO, the principal and assistant principals conducted observations in a timely fashion. They have also spent time reviewing their feedback to build coherence and to practice the delivery of more specific, actionable next steps for teachers. There are a number of teachers who are being reviewed carefully to determine whether or not an extension of probation or a discontinuance is warranted. Again, the principal is on top of this work, and has a clear idea of what she wants to build in her teaching staff. Administration will work along with the Peer Collaborative Teacher, Model Teacher and grade level leaders to deliver a consistent message to staff so that they are not at odds with one another as an administrative team or extended leadership team. We are reviewing the MOTP to inform individualized professional development and support for probationary and tenured teachers.

Needs Improvement:
Aligning with our 2018-2019 instructional focus and our previous 2017-2018 Advance results, teachers need to collect and analyze data on daily lessons to inform instruction and practice using differentiation and scaffolds to meet the needs of all learners.

### Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, on average there will be a .5 point improvement in the overall average of Danielson component 3c Engaging Students in Learning, as measured by Advance rubric.
## Part 3a – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>September 2018 - June 2019</td>
<td>School Principal, Assistant Principals</td>
</tr>
<tr>
<td>School Principal and Assistant Principals</td>
<td>October, November 2018, Spring 2019</td>
<td>School Principal, Assistant Principals and TDEC</td>
</tr>
<tr>
<td>Teacher leaders, APs and teachers</td>
<td>July-August, 2018 November February 2019</td>
<td>Principal, Assistant Principals, department lead teachers, LitLife consultant, NTN consultant</td>
</tr>
<tr>
<td>Teachers and administrators</td>
<td>September 2018 - June 2019</td>
<td>IO Education consultant, principal and assistant principals</td>
</tr>
<tr>
<td>Teachers</td>
<td>September 2018 - June 2019</td>
<td>District Public consultant, principal and assistant principals</td>
</tr>
</tbody>
</table>

During the 2018-2019 school year, we will utilize District Public for data analysis to assist teachers in monitoring student progress.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

We will utilize Parent Engagement time, Super Tuesday workshops, our website and social media page, Parent Conferences, handbook, and PupilPath to engage and support families in their understanding of Effective School Leadership. This will begin in September 2018 and go throughout the year on a weekly basis. The parent coordinator, PA president and administration will be responsible for different aspects. Parent attendance will be tracked and when applicable, a parent reflection/survey will be administered to monitor the impact of such endeavors.
Part 4 – Budget and Resource Alignment

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

1. Per session for curriculum committee including teachers, administration, secretary and school aides for afterschool planning venue

2. LitLife Consultants

3. CEI Consultant

4. IO Education program and consultant

5. District Public consultants

6. NTN Coaches and Professional Development

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>☑</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☑</td>
<td>Title I 1003(a)</td>
<td>☑</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2019, there will be a .25 point increase in Danielson Component 3c, Engaging Students in Learning, measure by Advance Rubric.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Advance

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<td>X</td>
</tr>
<tr>
<td>6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.</td>
<td>X</td>
</tr>
<tr>
<td>6.4 The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.</td>
<td>X</td>
</tr>
<tr>
<td>6.5 The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Reflection: We will utilize a data system IO Education and IO Assessment which includes an online grading system, and a student and parent portal allowing for transparency between our teachers, students and parents. We redesigned and continuously update our IS131.org website and social media page including calendar of events. We will continue to offer parent training on the use of the Pupil Path parent portal and IS131.org website. We offer Curriculum Nights in ELA, Math and ENL to inform parents of the Common Core curriculum that is being implemented in the school. We utilize Tuesday parent engagement time to contact parents about student progress. We have a brochure for "Super Tuesday" which outlines all the parent workshops we offer. We have an active Parent Association that works closely with out Parent Coordinator.

Strengths: According to our 2017-2018 PPO, collaboration between all community stakeholders fosters ongoing communication of high expectations and accountability linked to supporting student achievement in understanding and meeting those expectations.

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

Part 2 – Annual Goal

2018-19 SCEP-FF
Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, there will be a 5% increase in parent attendance at parent events as a result of a school partnership with ASPIRA as measured by sign in sheets and agendas.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>Teachers, students and parents</td>
<td>September 2018- June 2019</td>
<td>School Administration</td>
</tr>
<tr>
<td>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., average/under-credited, SIFE, STH).</td>
<td>Parents</td>
<td>Tuesdays, Sept 2018- June 2019</td>
<td>School Administration and Parent Coordinator</td>
</tr>
</tbody>
</table>

**Administration will monitor the use of our online grade book which allows parents to use PupilPath to monitor child’s marks.**

| School Response Team develops relationships between parents and community resources to enable the social/emotional health of our students at risk. | Students and parents | Wednesday from September to June | School leaders, SRT, |

**Utilize Tuesday parent engagement time to provide outreach, updates on school and class webpages and workshops for parents, and log parent outreach using anecdotal logs in IO Education system**

| Parent workshops, parent engagement trips, parent training through Urban Advantage and College Access for All. Student celebrations such as, Honor Roll, Student of the Month, 8 th Grade Awards assembly, Attendance throughout the school year. | Student and parents | Monthly September 2018 to June 2019 | Administration, Community School Director, Parent Coordinator |

| Parent meetings for students of ENLs to address curriculum, after school, Saturday program and NYSESLAT administration. | Parents | September 2018, October 2018 | Administration |

| Parent meetings for Students with Disabilities to review Individualized Education Plans (IEPs), the identification process and the scaffolds needed for students to meet the standards. | Parents | September 2018, June 2019 | Administration |

---

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

We are a community school with the Community School Director and partnership with a Community Based Organization, ASPIRA. This will support family and community engagement along with our partnership with SRT.
Part 4 – Budget and Resource Alignment

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

1. Parent outreach on Tuesday afternoons.
2. Wednesday meetings with SRT to review and evaluate the written referrals from staff.
3. Scheduling monthly grade level assemblies.
4. Scheduling assemblies for Honor Roll and 8th grade awards, with student incentives, materials and resources.
5. Maintaining the technology that is needed by the administration and staff for use with IO Education and IO Assessment.
6. Updating and maintaining the is131.org website and social media page along with maintaining the technology the staff uses to continue their sections of the site.
7. Teacher binders with the collection of data that is from State Exams, Baselines Benchmarks and Assessments that are given throughout the school year.
8. Maintaining the technology used for data scoring and collection (ATS scanner, Laptops, Color copier machine) and testing supplies (Paper, rulers, pencils, calculators, etc)
9. Purchase IO Education, IO Assessment, including IO Messenger for parental contact.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>Other</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td></td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2019, we will see a 2.5% increase in parent attendance at parent events as measured by the sign in sheets.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Workshop sign-in sheets and agendas

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Bottom third in school on 2018ELA Exam, Focus Friday Data, iReadyDiagnostic data, and September DRP scores.</td>
<td>- RTIInquiry cycles - Teachers College for writing using RACE and Stop &amp; Jot - iReady - Light Sail - Power Hour</td>
<td>Small Groups SETTInstruction</td>
<td>During school day - After School and Saturday</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Bottom third in school on 2018 Math Exam, Focus Friday Data, NTNdiagnosticdata, and iReadyDiagnostic</td>
<td>- Use of hands on manipulatives to improve conceptual understanding. - NTNcoaches - iReady &amp; Teacher Toolbox - RTIInquiry cycles - Power Hour - Modified CCLTasks - Problem Solving Strategy using SOLVE - Engage NY Fluency</td>
<td>Small Groups SETTInstruction</td>
<td>During school day After School and Saturday</td>
</tr>
</tbody>
</table>
| **Science** | Struggling Learners | - Reading non-fiction complex material in Science.  
- Graphic organizers to help read through complex text and assist in the writing process.  
- Grade 8 hands-on activities in preparation for the NYS Science exam in June.  
- A+ Stem Labs supporting hands on and virtual labs | Small Group | During School Day |
| Social Studies | Struggling Learners | - Reading non-fiction, historical fiction, biographies for informational and instructional purposes.  
- Graphic organizers to assist with the development of DBQ’s. | Small Group | During School Day |
| **At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)** | Determined through teacher referrals and the AIT. | - Guidance intervention  
- Guidance counselors provide outreach to the community or household in order to support and foster the emotional/social | Small groups of not more than ten students.  
- Whole Class/Small Grouping  
- One-to-One counseling as | During School Day |
development of a student
- School Psychologists test students to determine proper placement of the student.
-SRT
-Astor Clinic

needed.
-Small groups at risk SETSS, at risk counseling, Astor Clinic counselors
**Section 7: Support for Students in Temporary Housing (STH)**

**Directions:**
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website:


<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>88</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
<tr>
<td>We provide our STH population with back packs filled with school supplies and uniforms to be used throughout the school year. There is a guidance counselor designated for working with our STH population to offer counseling and referral to outside services through our SRT program.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>n/a</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: Title I Program Information

Directions:
- All schools must indicate their Title I status in Part 1
- All elements of the All Title I Schools section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the TA Schools Only section in Part 3
- All Schoolwide Program (SWP) schools must also complete the SWP Schools Only section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section(s) where the response can be found
- For additional information, visit the Title I Intranet webpage

Part 1: Title I Status

<table>
<thead>
<tr>
<th>Indicate with an “X” your school’s Title I Status.</th>
</tr>
</thead>
<tbody>
<tr>
<td>[X] Schoolwide Program (SWP)</td>
</tr>
</tbody>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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

Throughout the school year, probationary and tenured teachers participate in on-going professional development. Professional development opportunities include common planning, where teachers work together to develop clear and coherent instruction, as well as CCLS aligned tasks and lessons. Teachers meet in Professional Learning Teams where they look at student work and data in cross-discipline meetings. There are also Grade Level Meetings where teachers discuss current issues, solutions, and strategies to improve the school as well as improving communication amongst staff. There is outside professional development for Math teachers through NTN for the development of CCLS aligned tasks, professional development for ELA teachers through Lif Life Consultant, and Science through Urban Advantage. I.S. 131 also has consultants working with grade teams and APs in ELA, Math, Science, Social Studies as well as helping the school create action plans. I.S. 131 also provides all their new teachers with a mentor through the city Mentoring program, where new teachers are supported and counseled by a more seasoned teacher.

2b. High Quality and Ongoing Professional Development

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

The Albert Einstein Intermediate School believes that providing high quality professional development for all staff members enables the school to have all students meet the Common Core State Standards. We utilize our Monday afternoon Professional Learning time to provide professional development for English teachers through LitLife for
implementation of Core Ready, Teacher's College for Lucy Calkins Units of Study in Writing, NTN coaches for implementation of KEMS for Math teachers, URBAN ADVANTAGE for Science teachers and Passport Core Curriculum for Social Studies teachers. We have coaching days throughout the year from NTN, LitLife, and Urban Advantage for curriculum implementation. We have coaching days as well as whole school professional learning by Ramapo for Children which focuses on school culture, climate and classroom expectations. All ELA, Math and Tech teachers will receive training on the implementation of iReady. The school leaders register teachers and staff based on needs for professional learning venues offered through the district and the Bronx Field Office.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

<table>
<thead>
<tr>
<th>N/A</th>
</tr>
</thead>
</table>

#### 3b. TA Coordination with the Regular Program

<table>
<thead>
<tr>
<th>N/A</th>
</tr>
</thead>
</table>

### Part 4: SWP Schools Only

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

<table>
<thead>
<tr>
<th>N/A</th>
</tr>
</thead>
</table>

#### 4b. Measures to Include Teachers in Decisions Regarding Assessments

<table>
<thead>
<tr>
<th>MOSL committee selected by school to choose assessment types for new teacher evaluation system for the 2018-2019 school year. This year will be utilizing IO Education and IO Assessment for the collection of data and District Public for the analysis of data. Teachers will have ongoing professional development and coaching for the utilization of the program and the analysis of the data for use in their lessons and pedagogical practice. We will use our departmental common planning time to create the assessments for use in the implementation of the &quot;Focus Friday&quot;.</th>
</tr>
</thead>
</table>

#### 4c. “Conceptual” Consolidation of Funds in SWP Schools

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$375,640</td>
<td>X</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>$16,979</td>
<td>X</td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>$56,138</td>
<td>X</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$12,366</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$3,723,163</td>
<td>X</td>
</tr>
</tbody>
</table>

**Explanation/Background:**

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.
The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I School Improvement 1003(a)**: To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

- **Title I Priority and Focus School Improvement Funding**: To support implementation of school improvement plans that aims to improve instruction and address the identified needs.

- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note**: The following funds **may not** be consolidated:

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside**: Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG funds**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact (SPC) is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

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

Your school’s Title I Parent Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. The Albert Einstein School, IS 131, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Albert Einstein School, IS 131, will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>• providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;</td>
</tr>
<tr>
<td>• 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;</td>
</tr>
<tr>
<td>• fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
</tbody>
</table>
● providing assistance to parents in understanding City, State and Federal standards and assessments

● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

  - Provide training to use IO Education, to use Pupil Path Portal for parents

### Parental Involvement and School Quality

**The Albert Einstein School, IS 131,** Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school’s Title I program. This information will be maintained by the school.

### Encouraging School-Level Parental Involvement

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents.

Utilizing the partnership with ASPIRA and CEI, the Parent Coordinator will provide events and activities for parents each month and track parent attendance using a log 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. ESSA/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 ESSA;

● schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

● translate all critical school documents and provide interpretation during meetings and events as needed;

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

The Albert Einstein School, IS 131, will further encourage school-level parental involvement by:

● holding an annual Title I Parent Curriculum Conference;

● hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

● encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

● supporting or hosting Family Day events;

● Community School Partnership with ASPIRA will structure family engagement by working with the Parent Coordinator and PTA President to utilize Community Based Organizations such as ID NYC, ESL Programs, Job fairs and GED programs.

● Regular communication between teacher and home through IO Education Pupil Path Portal, IO Messaging system, and School Messenger ROBO calls

● providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

● developing and distributing a school letter or web publication designed to keep parents informed about school activities and student progress;

● providing school planners to students for regular written communication between school and the home.

School-Parent Compact (SPC)

The Albert Einstein School, IS 131, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will
share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### I. School Responsibilities: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

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 during Tuesday Parent Engagement and 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;

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

● planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

● creating a safe, supportive and effective learning community for students and a welcoming respectful environment
for parents and guardians;

● assisting parents in understanding academic achievement standards and assessments and how to monitor their
child’s progress by providing professional development opportunities (times will be scheduled so that the majority of
parents can attend);

● sharing and communicating best practices for effective communication, collaboration and partnering with all
members of the school community;

● supporting parental involvement activities as requested by parents;

● ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in
this Compact and the Parent Involvement Policy;

● advising parents of their right to file a complaint under the Department’s General Complaint Procedures and
consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

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;

● 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

**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.

Adhering to our 3Ps: Prepared, Punctual and Polite
Addendum: Community School Partnerships

**Directions:** The Community School (CS) strategy is directly aligned to the Framework for Great Schools. Community Schools bring schools and community partners together and integrate academics, health, youth development, and family engagement to provide students with the tools and opportunities they need to succeed. The Core Services in Community Schools are Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness.

**Part 1 – Community School Partnerships Goal(s)**

<table>
<thead>
<tr>
<th>How is the CS strategy integrated into academic instruction at your school, and what impact has it had on student academic outcomes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Community School initiative has integrated academic support. ASPIRA will support The Albert Einstein School by providing professional development, classroom management and in class observations to specific teachers through our partnership with Ramapo to increase student achievement and proficiency on state exams. ASPIRA will offer educational trips and town halls. Additionally, ASPIRA is contracting the Astor Clinic to provide a Licensed Social Worker to lead workshops as needed and work with at-risk students and families both in-house and in their off-site facilities.</td>
</tr>
</tbody>
</table>

Indicate the summative goal(s) of the Community School for the 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

The Community School goals for the 2018-2019 school year are:

1. ASPIRA has provided and will continue to provide an integrated and quality Mental Health subcontractors. ASPIRA will continue utilizing Ramapo for teacher training and as coaches to individual teachers.
2. ASPIRA will create a Mental Health Plan that earmarks all mental health funding using Astor Clinic.
3. ASPIRA will hire a Licensed Clinical Social worker through the Astor Clinic to assist with the identification and coordination of students between the SBST team and the school. This individual will serve as an additional licensed Social Worker who will lead small group sessions, restorative circles, and one on one sessions based on need. (Person to will be hired at the conclusion of November/December)
4. ASPIRA will structure family engagement working with the parent coordinator and PTA president that utilizes community-based organizations such as ID NYC, ESL programs, Job fairs, and GED programs. ASPIRA is working with Astor Clinic to structure family engagement events that focus on mental health, health, and nutrition. These initiatives will begin in November 2018 and continue until June 2019.
5. ASPIRA will continue to support the schools behavior system by assisting in revamping the PBIS program focusing on improving school culture with increased incentives, trips, and activities using the Live School program.
6. ASPIRA supports the use of Live School for our PBIS program to acknowledge positive student behaviors using a points system where points can only be earned and not deducted.
7. ASPIRA will continue to support the attendance team by providing Success Mentors (Group leaders, CSD, After School Director) to students who fall between chronically absent and severely chronically absent. Also, ASPIRA will sit on the attendance meetings and offer training through the Office of Community Schools for any staff that wishes to act as a success mentor. ASPIRA hopes it’s efforts can help the school increase attendance by 2 percent by targeting the chronically absent students. ASPIRA will lead attendance challenges and incentives. ASPIRA will start supporting attendance by Mid October.
8. Overall, ASPIRA will support the school community and contribute in every possible school function event and activity. ASPIRA will also support the school in the day to day school operations such as lunch and hallway support as needed.

Please answer the following Question as it relates to meeting your Community School Annual Goal(s):

How will achieving your Community School Goal(s)—in Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness—support your academic goals for students?
ASPIRA will support IS.131 by providing additional support staff when needed for events, activities, and Saturday Academy. The Saturday Academy will incorporate ASPIRA staff leaders and the school’s teachers in order to support the student’s ability to grow over 24 weeks. Utilizing Iready’s interactive curriculum, which provides students the ability to learn on their specific individualized entry levels in ELA and Math.

ASPIRA will help the school in all extended learning opportunities that the school hosts, such as zero period and after school by supplying resources, curriculum and staff.

ASPIRA purchased Iready digital program for reading and math

ASPIRA will provide staff for Saturday School to support both the academic classes and Iready classes.

ASPIRA will purchase Sylvan Learning for 30 students during after school who are targeted based on needs in ELA to support growth towards proficiency in ELA.

ASPIRA will hire a licensed social worker from the Astor Clinic.

ASPIRA will provide parent events and activities by utilizing the Parent Coordinator and PTA President to help students and families by building their self-esteem and teaching students how to cope with their problems adequately so that students can improve academically, and act as a peer leader. They will also provide health and mental health services to parents.

ASPIRA will hire a Youth Advocate (Climate Coordinator) to help build school culture, through creating a safe environment by assisting administration and teachers.

ASPIRA is contracting Ramapo to provide intensive training and support to those teachers who need more assistance to be able to elevate the students learning in the classroom. Through partnering with these organization, ASPIRA will be able to support the school by providing support to those students who are slipables/pushables to give them the social-emotional skills they need to help students grow academically and personally.

### Part 2 – Community School Partnerships Core Services Action Plan

#### Part 2a. Identify the Community-based Organization (CBO) partnerships that you will develop in ELT, Attendance Supports, Family Engagement, and Health & Wellness, their target student population(s), and scope of the services provided. As well as supporting schools’ supportive environment and attendance work, CBOs should be helping to support your school’s instructional focus.

<table>
<thead>
<tr>
<th>CBO Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
<th>SY18-19 SMART Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Astor Clinic</td>
<td>Whole School</td>
<td>Mental Health Support and services</td>
<td>Provide student and family mental health support decrease common childhood misconceptions</td>
</tr>
<tr>
<td></td>
<td>1:1 counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Contracted vendors</td>
<td>Target Students</td>
<td>softball/baseball, Martial Arts Club, Female Boxing, Volleyball, Flag Football</td>
<td>Students will be provided free athletic extra-curricula activities. Students will learn how to be a part of a team</td>
</tr>
<tr>
<td>Joyce Theater &amp;</td>
<td>Targeted Students</td>
<td>Dance / Social Studies Classes</td>
<td>Joyce Theater provides teaching Artist to</td>
</tr>
</tbody>
</table>
Part 3 – Budget and Resource Alignment

**Part 3a.** Indicate resources your Community Partnership will leverage to achieve your summative SMART goal(s) and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

ASPIRA will utilize the Data Sorter to notice trends in students’ I-ready exams, as well as previous ELA and Math scores to target students for Saturday Academy. The Saturday Academy will incorporate staff leaders and the school’s teachers to support the student’s ability to grow over 24 weeks. Utilizing, I-ready interactive curriculum that will provide students the ability to learn about themselves through ELA and Math.

ASPIRA will hire the Astor Clinic as a mental health clinic, that will provide a licensed social worker to work with pushable/slipable students academically due to personal conflicts. They will provide wellness to parents focusing on health and mental health. These individuals will help students focus on building their self-esteem and learning how to cope with their problems adequately.

Through partnering with these organizations, ASPIRA will be able to support the school by providing support to those students who are slipping to give them the resources they need to reach grade level. Also, Ramapo will provide intensive training and support to those teachers who need more support to be able to elevate the students learning in the classroom.

ASPIRA will use funds to purchase I-ready digital program to support student achievement in reading and mathematics.

ASPIRA will use funds to provide activities for students to grow socially and emotionally.

ASPIRA will use funds to purchase a dance teacher through Joyce Theater to provide enrichment in the ARTS.

ASPIRA will use funds to provide a consultant from the NY Historical Society to provide academic enrichment in Social Studies classes.

**Part 3b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>X</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td></td>
<td>School Achievement Funding</td>
<td>X</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part 3c.** Describe how the school will partner with the Lead CBO to do the following:

1. Community Schools are expected to partner with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the asset and needs assessment process, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.

2. Community Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the asset and needs assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. In completing this section, ensure that you think about how: (1) the
right services are provided to the right students and families at the right time; and (2) how you will seamlessly coordinate services with instructional programming happening throughout and outside of the school day. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.

3. Community Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, actively participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly meetings and Community School Forums engaging families and community stakeholders will be a critical part of this family engagement strategy. Describe how you will implement this aspect of the work.

4. Community School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools – including the New Visions Data Sorter - and training will be available for schools to use. Indicate how you will implement this aspect of the work.

1. Community School Director has been hired and is working closely with Principal to ensure all goals are aligned with the school’s mission.

2. ASPIRA aims to provide supplemental support to the teachers as much through Ramapo training and teacher coaching and Professional Developments. Astor Clinic counselors will support teachers in student referrals and provide socio-emotional support to as-risk students and families.

3. ASPIRA will facilitate parent workshops throughout the 2018-2019 school year. Parents will be able to meet together as a group, and also set up one on one meeting with the facilitator to address needs that are specific to the family. ASPIRA is also partnering with the parent coordinator to bring in workshops and events that met the parent’s needs.

4. The Community School Director will meet with the principal weekly to compare data from the data sorter and District Public. The data will help guide the workshops we bring into for parents, also the data will help frame the vision for the Community School Director when choosing organizations to partner with for the students educational growth.

Part 4 – Community School Partnerships Oversight

Part 4a. Key Staff and Partners

1. Name and describe the scope of involvement of all community partners working in the school (include partners supporting ELT, counseling, enrichment, etc.)

2. Name the members of your Community School Team and how meetings will be organized and structured to engage all stakeholders and be focused on results.

3. Explain data strategies including the use of the data sorter, and steps that the school will take to ensure that the appropriate interventions are provided to the right students

1. ASPIRA is the Community Based Organization supporting the school in coordinating mental health services via subcontractors. Ramapo will be providing mental health supports in collaboration with the Astor Clinic Mental Health Clinician.

2. Our Community School Team will consist of the same members on the School Leadership Team, parents, teachers, the principal, and Parent Teacher Association president. Our meetings will focus on key community school events, attendance strategies, and key stakeholder partnerships that need to take place.

3. We will use the data sorter, ATS reports, and IO Education in our weekly attendance meetings to review and look for patterns related to chronically absent students, and we will assign targeted interventions to each student, and assign Success Mentor to check-in with chronically absent students.
**Part 4b.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

We are working in collaboration to ensure the vision of the school is aligned with all stakeholders. The Community School Director and Community Based Organization, ASPIRA work during the school day, as well as after school from September through June. All adjustments are made in accordance with school administration.

**Part 4c.** Timeline for implementation and completion, including start and end dates.

The Community School Director will be programming in the school from September through June with contractors and additional ASPIRA staff.

**Part 4d.** Mental Health Work Plan

Separate from this S/CEP, schools will complete a Mental Health Work Plan that will become an addendum to this document.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need.
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.

- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
<tr>
<td>☒ conceptually consolidated (skip part E below)</td>
<td>☐ NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

- [ ] Before school
- [ ] After school
- [x] Saturday academy

Total # of ELLs to be served: ______

Grades to be served by this program (check all that apply):

- [ ] K
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [x] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [ ] 12

Total # of teachers in this program: ______

# of certified ESL/Bilingual teachers: ______

# of content area teachers: ______
**Part B: Direct Instruction Supplemental Program Information**

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: ____

Our school has an ELL population that makes up 12.3% of our school community, 4.5% of which are long term ELLs.

IS 131 offers a comprehensive after school program on Wednesdays and Thursdays from 2:30 to 4:30 starting on October 17, 2018, with the last session being held on May 9, 2019. The additional funding will be allocated through our school budget using our Title III funds. There will be a total of 56 sessions. All 6th, 7th, and 8th grade students who are Entering or Emerging will be invited to attend, with a focus on our Long Term ELLs. There is a focus on language acquisition, writing, and literacy skills. They will work on targeted skills needed in writing, listening and speaking. Our English Language Learners are involved in NYSESLAT test prep, vocabulary work, listening and speaking practice with an emphasis on reading and writing activities. The after school program will utilize, Language Power, iReady and LightSail. Our Saturday Academy will begin on November 17, 2018 and service our Transiting, Expanding and Commanding students. Our Saturday academy will utilize Reader's Theater, Discovery Education and iReady. These materials are at no cost to Title III.

Services are provided by one licensed ESL teacher alone with one content area teacher. Both teachers will work in conjunction with one another in planning and implementing the program. They will split the groups based on level, both working on writing, listening and speaking. Academic work is done in English with Spanish support provided for the beginning level students. Students were targeted by the ENL teacher using the ELL periodic data, the 2018 NYSESLAT scores, the CC State ELA test, the writing tasks and teacher observational data.

All students attendance and program notification in parent's preferred language will be maintained with the ENL teacher and the AP who supervises the ELLs.

**Part C: Professional Development**

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.
- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: ____

Most staff development is done through Common Planning Teams, Monday Professional Learning Sessions and Tuesday Teacher Team Meetings. We have a LitLife Coach, and our ENL teacher will be receiving training through Teacher's College in Lucy Calkins Units of Study. Teachers meet multiple times during the week in teacher teams focusing on how to scaffold tasks to meet the needs of ELLs, integrate pre-reading strategies that will help ELLs
Part C: Professional Development

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 ENL teacher provided by Teacher's College. Teachers will be receiving training
in, iReady and LightSail. These professional development venues are at no cost to program. The
rational for this ongoing professional development is for teachers to be familiar with the
curriculum that students are working with during the day and the programs that the students will
be utilizing in the after school and Saturday program. All agendas for the professional
development will be maintained by the Assistant Principal in charge of ENL.

Topic: LitLife
Presenter: Brian Johnson
Date: September 14, 2017

Topic: Curriculum and Assessment Digging In ENL Light Sail Opening Set Up and ENL Curriculum Mapping
Presenter: Christina Pena
Date: September 25, 2017

Topic: ENL Stars Coding Protocols
Presenter: Timothy Woods
Date: October 9, 2017

Topic: Lesson Planning Expectations
Date: November 6, 2017

Part D: Parental Engagement Activities

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

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

Begin description here: 

Parents of English Language Learners are invited to all IS 131 Parents' Association and parent
workshops. Parents' Association meetings are held once a month at 9am or 5:45pm. School
Leadership Team meetings occur monthly on Monday afternoon starting at 4:00. We will be
holding a parent's Title 1 Meeting with the Principal, we have a workshop planned with the
Parent Association on IEPs and the Special Education Process. This meeting is focused on our
ELL students who have IEPs. In October we will hold a parent meeting on the
ENL afterschool and Saturday programs to discuss the rationale for the program for
preparation for the NYSESLAT and support in the ELA curriculum for mastery of standards and
progress on the ELA Common Core State Exam. Translation will be provided during the parent
meetings through in-house ENL teachers and staff.

Topic: Title III ESL Afterschool Curriculum Night
Rationale: To inform parents of the afterschool program, curriculum and expectations
Date: September 19, 2017
Time: 4:45- 5:45
Name of Provider: Ms. L. Altidor
Part D: Parental Engagement Activities

Audience: All parents of ELL students attending afterschool program

Topic: IEPs and the Special Education Process
Rationale: To inform parents of the special education process.
Date: November 14, 2017
Time: 2:30 - 3:45
Name of Provider: Ms Moro-Sullivan, Assistant Principal
Audience: All parents of students with special needs including parents of ELL students with special needs.

Topic: ENL Curriculum Meeting
Rationale: To inform parents of the ESL program, curriculum, afterschool and Saturday programs.
Date: October 25, 2017
Time: 4:45-6:00
Name of Provider: Mr. L. Altidor, ESL teacher
Audience: All parents of ELL students

Topic: Understanding the NYSESLAT, ELA and Math Exam
Rationale: Familiarizing parents with the test format and requirements
Date: February 28, 2018
Time: 4:45-6:00
Name of Provider: Ms. ALtidor and Ms. Ratjen
Audience: All parents of ELL students

Parents will be inform through backpacked letters, translated in Spanish, Postings on IS 131 Website, and Phone Blasts in English and Spanish as well as personal phone calls from Ms. Altidor.

All agendas, attendance and invitations in parents preferred languages will be kept with the school secretary, the ENL teacher and the AP in charge of ELLs.

Part E: Budget

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

Allocation Amount: $____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
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</thead>
<tbody>
<tr>
<td>Professional salaries</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>(schools must account for fringe benefits)</td>
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<td></td>
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<tr>
<td>- Per session</td>
<td></td>
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</tr>
<tr>
<td>- Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>- High quality staff and curriculum</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Part E: Budget

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Travel</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>08</td>
<td>Bronx</td>
<td>131</td>
</tr>
</tbody>
</table>

| School Name | The Albert Einstein School |

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monique Mason</td>
<td>Ms. Moro-Sullivan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>type here</td>
<td>Jesabel Melendez</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>Teacher/Subject Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loida Altidor</td>
<td>type here</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>type here</td>
<td>Carolina Santana</td>
<td>Beatrice Rivera</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
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<tbody>
<tr>
<td>type here</td>
<td>Jose Ruiz</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Karen Ames</td>
<td>Camille Ratjen, Data Specialist</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

| Number of certified ENL teachers currently teaching in the ENL program | 1 |
|---|
| Number of certified bilingual teachers not currently teaching in a bilingual program | 0 |
| Number of teachers who hold both content area/common branch and TESOL certification | 0 |

| Number of certified bilingual teachers currently teaching in a bilingual program | 0 |
|---|
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7-12) | 0 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 0 |

| Number of certified ENL teachers not currently teaching in the ENL program | 0 |
|---|
| Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K-6) | 0 |
| Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| Total number of students in school (excluding pre-K) | 463 |
|---|
| Total number of ELLs | 57 |
| ELLs as share of total student population (%) | 12.31% |
A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply:

- Transitional bilingual education program (TBE)
- Dual language program (DL)
- Freestanding ENL

If yes, indicate language(s):

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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<tbody>
<tr>
<td>TBE</td>
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<tr>
<td>TBE</td>
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<td>DL</td>
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</tbody>
</table>

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   We currently use a variety of assessment systems to monitor our ELL population. As part of the Middle School Quality Initiative (MSQI) we administer the Degrees of Reading Power Test (DRPs) which measures each student's ability to read and comprehend. Also all students take an assessment in Reading and Math using iReady, three times a year (September, January and June). All ENL students are administered an ELL Periodic assessment from School Net in the Fall and the Spring. This data is shared with the ENL teacher, classroom teacher, administrative team, and the curriculum committee. We administer an assessment through LightSail to determine the Lexile level of each student and an assessment in Sound Reading. Our reading data, DRPs, iReady and Light Sail reveal a need for our Spanish speakers to practice fluency and increase sight word vocabulary. The data reveals that our ELL students need to develop the English language starting at the basics. We have incorporated Language Power into our curriculum to address the vocabulary acquisition needs and language progression of all ELL students across all content areas.
2. What structures do you have in place to support this effort?
   We have technology, computers and iPads, for the administration of the iReady, LightSail, and Sound Reading. The students are administered the DRPs, or any other periodic assessment with the school community under testing conditions with any eligible modifications. ELLs achieving different levels of proficiency based on 2017-2018 NYSESLAT scores will have strategic pull out groups during their mandated time. ELL curriculum structures are aligned with CCLS classroom practices and formative assessments for all content area teachers. A mandated 15% of professional development for all staff is targeted to our ELL population. Returning ELL teacher and ELL administrator received a refresher training on Lightsail in September 2018.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   Using many of the data points described above as well as student work, the ENL teacher, Assistant Principal, and Testing Coordinator monitor ELL progress and adjust the program to allow at risk students to get more support. The after school program is analyzed through a system of short reading and writing passages to determine progress, unit summative assessments are collected and analyzed by both the Assistant Principal of the department and ELA grade teams to monitor and determine next steps. The students will be administered the ELL Periodic Assessment in the Fall and again in the Spring, the DRPs three times throughout the year, math performance task and iReady three times a year in ELA and Math. We will analyze the data to evaluate the success of our program.

   The data from the most recent ELL Periodic Assessment (Spring 2017) is as follows, Grade 6, Entering or Emerging students, 0% (0 out of 2) scored between 76-100%, 50% (1 out of 2) scored between 50-74% and 50% (1 out of 2) scored between 25-49%. Grade 6, Transitioning, Expanding and Commanding, 54% (7 out of 13) scored between 50-74%, 38% (5 out of 13) scored between a 25-49% and 8% (1 out of 13) scored between a 0-24%. Grades 7, Entering or Emerging students, 0% (0 out of 5) scored between 76-100%, 40% (2 out of 5) scored between 50-74%, 40% (2 out of 5) scored between 25-49% and 20% (1 out of 5) scored between a 0-24%. Grade 7, Transitioning, Expanding and Commanding, 20% (2 out of 10) scored between 75-100%, 40% (4 out of 10) scored between 50-74%, 30% (3 out of 10) scored between a 25-49% and 10% (1 out of 10) scored between a 0-24%. Grade 8, Transitioning, Expanding and Commanding, 40% (2 out of 5) scored between 50-74%, 40% (2 out of 5) scored between 25-49%, and 20% (1 out of 5) scored between 0-24%.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   To provide interventions for students, we have an after school and Saturday program geared towards the at risk ELL students. These sessions are taught by a certified ENL teacher. The ENL After School and Saturday Programs are designed to ensure that the English Language Learners develop their language skills in the four modalities, listening, speaking, reading, and writing, therefore, they are able to achieve proficiency of more rigorous language demands. As students develop higher levels of academic language and learn more content, they need less support to access the curriculum. In these programs teachers differentiate content by varying instructional techniques and materials. This includes varying the complexity of assignments, asking leveled questions, offering leveled texts and using different resources and materials that cover the same concepts but vary in levels of difficulty and abstraction. Students are exposed to language through a variety of activities, such as, reading comprehension activities according to their language acquisition, full-color books with photos and illustrations to support visual learners, graphic organizers to provide comprehensible input, instructional activities that address multiple learning modalities, flexible reading and writing activities through the LightSail Reading Program, I-Ready, NYSESLAT test prep materials and the NEWSELA reading comprehension activities according to students' lexile level.

   The purpose of these programs is to prepare the ELL’s for the English Language Arts (ELA) exam and the New York State English as a Second Language Achievement Test (NYSESLAT) respectively.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.] Our school is a 6-8 middle school.
6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS]. We analyze the data received from NYSELAT. There is no distinct patterns or correlation on the NYSITELL and NYSESLAT and student’s grades. The students that have entered our school and have been administered the NYSITELL were unable to take the exam, therefore scoring a 0. Although students receive ENL services and the majority of instruction is in English, students are provided with translated versions of class work, tasks and text books. Teachers pair up students with bilingual students of their native language to assist in translation. Due to these accommodations, the students tend to score higher grades in their subjects than they score on the NYSESLAT or NYSITELL levels.

Based on the 2017 NYSESLAT exam as well as new admits in the 2017-18 academic school year; in 6th grade we have 7 Expanding, 3 Emerging, 4 Transitioning and 2 Entering. In Grade 7 there are 9 Expanding and 7 Transitioning, 2 Emerging and 3 Entering. In grade 8 there are 10 Expanding, 1 Emerging, 4 Transitioning and 6 Entering. This informs our grouping and push in supports, particularly students with different strengths in the 4 processes.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? All our data is collected and entered into a data sheet which is color coded for the levels based on the scale for each exam. This spreadsheet is then analyzed by the ENL teacher, content teachers, data specialist and AP in charge of the ELLs.

### Part IV: ELL Programming

**Programming and Scheduling Information**

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
      Based on CR Part 154, our students in Freestanding ENL program receive standalone ENL or integrated ENL. We utilize the pull-out model for our ELL students who require standalone ENL. Our entering and emerging ELLs are grouped for pull out sessions and meet four times per week for 45 minutes. Our integrated ENL, for all levels or language development, consists of our ENL teacher pushing into our ELA classes 2 to 4 times per week for 45 minutes in sixth, seventh and eighth grade depending on required minutes. Our students are grouped heterogeneously by grade level. ELL students receive academic support during Saturday academy in ELA and Math, as well as enrichment social and emotional experiences where they practice fluency in a social setting.
   b. TBE program. If applicable.
      We do not have this program
   c. DL program. If applicable.
      We do not have this program

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      Our Entering and Emerging students receive standalone ENL four times a week for 45 minutes, for a total of 180 minutes, in a push-out model. The push-in program is integrated ENL with ELA four times a week for 45 minutes, for a total of 180 minutes. The Entering and Emerging students receive both the push-out and push-in model ensuring compliance with the required 4 units of study. The push-in program four times a week ensures the mandated minutes of instruction for
Transitioning and Expanding students. Our ENL teacher pushes into ELA 2 times a week for our Commanding level students who are still entitled for services.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Our Freestanding ENL Program provides instruction in English concentrating on English language acquisition. We provide support in numerous other avenues: bilingual dictionaries are available in the classrooms; and we have acquired translation technology that students can utilize in their classrooms. All the curriculum used in all content areas are aligned to the Common Core Learning Standards and the required Instructional Shifts. In addition, ENL strategies and scaffolds are also utilized in the major content areas (Science, Social Studies, Math and ELA) in the general education classroom (taught in English), in which our ELL population are regularly scheduled. For instance:

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

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

We do not currently formally assess our ELLs in their Native Language, except for our baseline exams in all three major content areas, Math, Science, and Social Studies. The ENL teacher has students write in their native language and respond to native language texts throughout the year to monitor native language skills.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

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

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

I.S. 131 has students who have been in ENL for over six years. The ENL Department understands that such students should receive additional instruction, specifically around the construct and question types they will see on the NYSESLAT exam. Students who have been in ENL for over six years will also be supported during the extended day program, and after school and a Saturday venue allowing them extra teacher support and development of at least two times a week in small groups.

Former ELLs receive their testing modifications for two years after scoring Commanding on the NYSESLAT. In addition, under the new guidelines they will receive ENL services (90 minutes per week). These students are still supported with the opportunities for after school and Saturday venues.

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

LightSail is an adaptive reading platform available to K-12 schools. LightSail automatically creates personalized libraries for each student based on their reading abilities. These libraries adapt as students grow ensuring they are already reading just right books. The LightSail library contains more than 6,000 texts written across a wide range of Lexile measures. These texts are embedded with assessments and cover a variety of subject matter. Students answer multiple-choice questions, written response, and close assessments throughout each text. As student abilities grows, LightSail tracks achievement and updates the selection in each reader’s library- that way, students are always reading just right texts. Students can track their progress against individual reading goals, check their Lexile scores and the number of texts they have completed and show off their achievement badges- all via their personal data dashboard.

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

iReady provides individualized practice based upon their assessment. This material is assigned as an extra support for our long term ELLs as well. For those students who require additional support, Achieve 3000 and books on tape are incorporated in the students learning plan. Students that are ELLs with 4 to 6 years of service as well as long term ELL’s receive push in interventions along with additional support through after school programs and Saturday venues. Our ELLs with identified special needs are serviced through a push-in program allowing for individual attention. Students who are visually impaired are provided with large print text as well as content related audio books to support their learning.

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?

We seriously dedicate ourselves to serve special education students with the same type of material, resources and quality of instruction as any other student. SWDs follow a similar block program in which Special Education content experts deliver instruction and facilitate learning based on the students individual education plan and level of language proficiency. ELLs who are served by their IEP follow subject specific units of study, differentiated based on ability. In class supports in Special Education classrooms include Scantron Performance Series instruction (online testing and differentiation material). Teachers also provide students with leveled text (American Reading Company - 100 Book Challenge, LightSail) and support questions to increase English Language comprehension and fluency.
Teachers of ELL-SWD students use the research-based common core aligned city-approved curriculum in all content areas. If the IEP mandates ELL services, the child receives ELL services with our ENL teacher according to their level and required minutes in a pull-out or push-in model.

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
   We use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment by programming our ELL-SWDs alongside our general education students. The students are programmed based on level not by "category". Materials used are based on students current level based on data and assessed throughout the course of the school year to determine when students are ready to "graduate" to the next level. All ELLs are leveled by Entering, Emerging, Transitioning, Expanding, and Commanding. The students are placed in the special education setting as described in their IEP, whether it is ICT, self-contained or SETSS.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
   Targeted intervention programs for ELLs are similar to those in the General Education program. Intervention is targeted and specific. An ELL student who is recommended, by their classroom teacher, to the academic intervention team (comprised of the guidance counselor, assistant principal, IEP team, attendance teacher and invited teacher guests) are prescribed a variety of intervention services based on need. Student intervention services include, small group instruction that mimics the day instruction (extended day program, all four subjects), guided reading support (ELA and SS), and push-in services by licensed teachers. Intervention and service support correspond to each ELLs' age and grade level. We also offer an after school and Saturday intervention program (ELA and Math) designed specifically for the ELL students. These targeted intervention services are for all four content areas, ELA, Math, Science, and Social Studies.

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

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

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
   We are utilizing Language Power Program this school year for intervention for our Entering and Emerging students. Language Power is a Research-based Program that supports English language development as it provides an enjoyable, content-rich vehicle for learning English. Since research has repeatedly shown that the most effective ways of developing students’ second language and literacy skills are by building upon the first language, explicitly demonstrating how the English language works, this program facilitates learning a language through rich content, and providing varied and frequent opportunities for students to use academic English. Language Power materials are carefully selected to provide students with a variety of ways to
encourage the development of their English Language acquisition with a great deal of exposure to the target language. It helps students by practicing effectively for Language Development in the four language domains (Listening, Speaking, Reading, and Writing), building background knowledge and vocabulary, giving students opportunities to use language through the use of graphic organizers in Student Guided Practice Book, Scaffolding Literacy, Differentiating instruction, using assessment options and by empowering families to support their child’s language development through Family Literacy Activities for each lesson.

We have purchased iReady, Achieve 3000, LightSail and Imagine Learn for use by the ELL students and for the upcoming school year we have purchased Sound Reading. These are among the improvements that will be considered for the upcoming school year:

- The use of more graphic organizers: Graphic organizers will provide students with more concrete ways to visualize information found in a text. Since English language learners rely to a great extent on graphics, charts and other visual aids, I will supply a variety of organizers to help students capture the sequence of events, compare and contrast, summarize, make connections, and identify areas of confusion.
- More text features such as titles, chapter titles, bold words, captions and diagrams to assist students in identifying main ideas and key details of a text.
- Encourage students to ask questions throughout the reading process, so they can be engaged and actively read. Allowing students to form their own questions provides an authentic purpose for reading. Motivate them to practice forming their own who, what, when, where, and why questions.

10. If you had a bilingual program, what was the reason you closed it?
   We did not have a bilingual program. We are not planning on discontinuing any programs or services for ELLs.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
   IS 131 has an after school venue provided by ASPIRA NY and 21st Century. All students are invited to attend. The program’s staff goes to each classroom to discuss the program and invite the students to apply to the program. We use School Messenger to inform parents of the program. In addition, we offer an after school venue on Wednesdays and Thursdays, for ELA and Math, to ensure success on the CC State Exams and the NYSESLAT exams. Any program offered at the school is offered to the ELL students.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
   We will utilize New York ELLs, Language Power Program, CoreReady, Teacher’s College Units of Study in Writing, Key to Mathematical Success (KEMS) with Engage NY, Passport in Social Studies. All ELL students are using Achieve 3000, an online reading program that is offered in the native language, if needed, to help increase vocabulary development and reading comprehension. Our Entering students also utilize LightSail and Language Power which provides strategic first-language support in 15 languages to facilitate and enhance learning. We have laptops and IPads in the classrooms for the students to access the online programs.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
   Our ENL program is taught primarily in English with 25% being taught in native language of Spanish. We have native language dictionaries and have acquired translation devices for our predominately native language speakers.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
   The curriculum used in the content areas for our ELL population are all on grade level and aligned to the CCLS. The curriculum used in the ENL program align to grade level, and language level.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
   As previously mentioned we ensure that all of the ELLs' needs are met. We are a co-located building but we do not rely or share any resources to ensure our student's needs are met.
16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

We are a zoned school that accepts students from our feeder schools as well as a Middle School of Choice and the incoming 6th grade students are invited to attend an orientation along with their parents. In November, we have an open house for all interested incoming students for the next school year. Students that enroll throughout the year are placed in a classroom with other students from similar backgrounds and/or language as well as given a tour of the building (both student and parent). During the interview stage for new admits, both the parent and student meet with the ENL teacher (L. Altidor) and the Grade Guidance Counselor to help complete the application process and describe the program we have at I.S. 131.

17. What language electives are offered to ELLs?

At this time I.S. 131 does not provide any language electives to any sixth, seventh or eight grade student.

18. For schools with dual language programs:
   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

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

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**Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

   In order to support professional development, teachers meet in teams, during departmental common planning periods, to discuss best practices, create and analyze common assessments, and look at student work. With the support of our Borough Field Office, teachers participate in workshops and other professional development opportunities to strengthen their understanding of the ELL and share teaching strategies. Teachers of ENL and of content areas attended professional learning venues on Election day. We also sent out teachers to professional development series pertaining to teaching the ELL students. Our content teachers and administrators have participated in PD focusing on scaffolds to utilize when teaching ELL students.

   In turn, the ENL teacher shares the strategies with the general education teachers during common planning periods. We have sent teachers to Core Ready, Teacher’s College, and NTN, training to learn the common core aligned curriculum and how to deliver instruction. We have consultants for ELA and Math to support our teachers and our ENL teacher is a member of the District ENL Professional Learning Community.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

   Most professional development opportunities are done “in-house” during professional learning team meetings. Teacher plan together and discuss teaching strategies to assist English Language Learners, students with disabilities and students in the bottom third. The ENL teacher joins the subject area common planning meetings periodically throughout the year in order to share insights about the students, as well as best practices with the general education teachers. I.S. 131 will dedicate a minimum of 15% of the required professional development hours for all teachers, to language acquisition including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. For our ENL teacher 50% of
the required professional development hours will be dedicated to the above. Agendas and sign-in sheets are maintained for all professional development to keep a record of hours which are kept in the main office as well as by the assistant principal in charge of the ENL department.

Parental Involvement

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

To support students who are transitioning from elementary schools to middle school, we have town hall meetings to discuss goals and our school’s vision. We also meet to help acclimate the students to our school environment. In early September we have an orientation for families and their children to meet the teachers, learn about our programs and school. We have support staff available, guidance, and social workers, to offer additional support if needed regarding issues or concerns that may arise as a result of transitioning into the middle school as well as offer translation support. 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]. We hold a monthly "Breakfast with the Principal and Parent Coordinator" where parents have an open forum to discuss concerns and learn about the happenings at IS 131. Throughout the year workshops will be provided to give the parents some base knowledge on the curriculum that is being presented to their children. These workshops are run by highly qualified staff members who will present ELA and Math instruction to the parents who attend. We have provided a parent lounge right next to the main office so that parents can log onto one of the computers there and check Pupil Path for their child’s grades and NYC School Access for their child’s progress, attendance, etc. We also have a Parent Association room and a Parent Coordinator office. Whenever there is a workshop or meeting, a sign-in sheet is provided in order to keep attendance. Copies are held by both the Parent Coordinator and Principal's Secretary. In addition to ENL curriculum night the ENL teacher, Ms. Altidor, sets up individual meetings during the Tuesday parental engagement time to discuss program and progress pertaining to their child. Our ENL teacher translates in Spanish and French. If there is a need for a different language we utilize the translation services provided by the city of New York.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Parents of our ELLs are invited to all activities we host at I.S. 131. Our parent coordinator posts the "Monthly Madness" which is a list of all workshops and events occurring in IS 131 each month. In addition the flyer for those programs are back packed with each student. Our parent coordinator also has "Super Tuesday" events which are in coordination with the parental engagement on Tuesday afternoons. In addition to those workshops/meetings, we hosted two workshops specifically for our ELL parents. These workshops included discussions on our ENL program, curriculum, and assessments students will take throughout the school year. All of the meetings that are held are sent out through School Messenger to the parents. All correspondence to parents are offered in the parent’s preferred language. We monitor attendance by having sign-in sheets, which are are held by the Parent Coordinator as well as the Principal's secretary. If any parent is in need of translation services that we can not provide in-house we utilize the translation services provided by the city of New York.

Additional Information

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

**Principal Certification**

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s *ELL Policy and Reference Guide*, I, Monique Mason, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).

2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.

3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.

4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.

5. Student is administered the NYSITELL, if eligible.

6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.

7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.


9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.

10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.

11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).

12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

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<thead>
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<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
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<tbody>
<tr>
<td>Monique Mason</td>
<td>Principal</td>
<td></td>
<td>6/25/18</td>
</tr>
<tr>
<td>Elizabeth Moro Sullivan</td>
<td>Assistant Principal</td>
<td></td>
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</tr>
<tr>
<td>Beatrice Rivera</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/25/18</td>
</tr>
<tr>
<td>Loida Altidor</td>
<td>ENL/Bilingual Teacher</td>
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<td>6/25/18</td>
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<tr>
<td>Lourdes Jibodh</td>
<td>Parent</td>
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<tr>
<td>Dr. Karen Ames</td>
<td>Superintendent</td>
<td></td>
<td>6/25/18</td>
</tr>
<tr>
<td>Jose Ruiz</td>
<td>Field Support Center Staff Member</td>
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<td>6/25/18</td>
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<tr>
<td>Camille Ratjen</td>
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2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 08X131 School Name: The Albert Einstein School Superintendent: Dr. Erika Tobi

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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<tbody>
<tr>
<td>Beatrice</td>
<td>Rivera</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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

   At IS 131 we distribute the Preferred Language Form to our students to bring home and have filled out by their parents. With the support of school personnel, we contact parents that have not returned the form. We then attach an additional copy to the report cards of the students who failed to return the document and have the parents fill it out during parent teacher conference. This ensures that we are apprised of the current language preference of our parents. At the beginning of the school year, we run the Adult Preferred Language Report (RAPL) and the Adult Information report (RADL) from ATS. We gather data from school emergency cards and as students enter the school for the first time we administer the Home Language Identification Survey (HLIS).

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

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<th>Frequency</th>
<th>Population</th>
<th>Total Families</th>
<th>Population</th>
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<td>1</td>
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Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
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<td>Parent Handbook</td>
<td>September</td>
<td>All correspondence that is disseminated to parents are translated to Spanish. All our School Messenger phone blasts are in English and Spanish. If a parent requests any information in their home language, other than English or Spanish, then we will utilize the translation department and provide them with a translated version in their home language. We will utilize the SMS messaging service from IO Education where all messages and correspondences to and from parents will be translated to their native language. Parents may respond back and the service will translate back to English.</td>
</tr>
<tr>
<td>Student Contracts</td>
<td>September</td>
<td></td>
</tr>
<tr>
<td>Newsletters</td>
<td>Monthly</td>
<td>Posted on the school website and translated into Spanish, if a parent request it in a language other than Spanish, we will utilize the translation department and provide them with a translated version in their preferred language.</td>
</tr>
</tbody>
</table>

2018-19 SCEP-FF
We will continue to utilize the SMS messaging system from IO Education for important announcements.

<table>
<thead>
<tr>
<th>Event</th>
<th>Frequency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Calendars</td>
<td>Monthly</td>
<td>Posted on the school website and translated into Spanish, if a parent request it in a language other than Spanish, we will utilize the translation department and provide them with a translated version in their preferred language.</td>
</tr>
<tr>
<td>Promotion In Doubt</td>
<td>January</td>
<td>Translated into preferred language by the DOE</td>
</tr>
<tr>
<td>June Decision Letters/Summer School Notification</td>
<td>June</td>
<td>Translated into preferred language by the DOE</td>
</tr>
</tbody>
</table>

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Night</td>
<td>September 2018</td>
<td>We have interpreters in house for Spanish and French. If a parent of a student needs interpretation other than Spanish we utilize the interpretation services provided by the DOE</td>
</tr>
<tr>
<td>ELL Parent Meeting</td>
<td>September 20, 2018</td>
<td>We have interpreters in house for Spanish and French. If a parent of a student needs interpretation other than Spanish we utilize the interpretation services provided by the DOE</td>
</tr>
<tr>
<td>Parent/Teacher Conference</td>
<td>November 27/28, 2018</td>
<td>We have interpreters in house for Spanish and French. If a parent of a student needs interpretation other than Spanish we utilize the interpretation services provided by the DOE</td>
</tr>
<tr>
<td>Parent/Teacher Conference</td>
<td>March 26/27, 2019</td>
<td>We have interpreters in house for Spanish and French. If a parent of a student needs interpretation other than Spanish we utilize the interpretation services provided by the DOE</td>
</tr>
<tr>
<td>Parent/Teacher Conference</td>
<td>May 16, 2019</td>
<td>We have interpreters in house for Spanish and French. If a parent of a student needs interpretation other than Spanish we utilize the interpretation services provided by the DOE</td>
</tr>
</tbody>
</table>
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

All our correspondence via our school messenger are translated into Spanish since that is our largest non English speaking population. We will utilize the interpretation services provided by the DOE to reach parents of students who speak a language other than English or Spanish.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

We hold our staff meeting on the first day of the school year. This is the time we disseminate all the pertinent information to the staff. They are given the Community Handbook with all highlighted Chancellor’s Regulations, including A-663. The assistant principal explains all highlighted regulations with the staff and explains all available resources. During a Monday afternoon professional development venue we will hold a professional development session exclusively on translations and interpretation services.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?
We will gather data in reference to quality and availability of service from the parent survey. We will recruit parents inclusive of all cultures and languages represented in our school to be a focus group to gather feedback and best practices on use of the available services.