



STEINWAY INTERMEDIATE SCHOOL I.S. 141Q

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: (30/Q/141)

ADDRESS: 37 – 11 21ST AVENUE ASTORIA, NY 11105

TELEPHONE: 718 278-6403

FAX:

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

APPENDIX 9: TITLE I, PART A - SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 141Q **SCHOOL NAME:** Steinway Intermediate School

SCHOOL ADDRESS: 37-11 21 Avenue Astoria, NY 11105

SCHOOL TELEPHONE: 718 278 - 6403 **FAX:** 718 278 - 2884

SCHOOL CONTACT PERSON: Miranda Pavlou **EMAIL ADDRESS:** MPavlou@school
s.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Christine Romano

PRINCIPAL: Miranda Pavlou

UFT CHAPTER LEADER: Charles Duthu

PARENTS' ASSOCIATION PRESIDENT: Maha Hossein

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 30Q **SSO NAME:** ICI

SSO NETWORK LEADER: Daniel Purus

SUPERINTENDENT: Dr. Philip Composto

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Miranda Pavlou	*Principal or Designee	
Charles Duthu	*UFT Chapter Chairperson or Designee	
Lisa Letizia	*PA/PTA President or Designated Co-President	
Helen Nikiforakis	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Diane Webster	Guidance Counselor	
Helen Nikolopoulos	Teacher/Treasurer	
Andriana Drongitis	Teacher	
Christine Romano	Parent	
Pauline Megaro	Parent	
Maha Hussein	Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.
Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The school motto, 'One for All and All for 141,' appropriately illustrates the culture that is Steinway School. It is largely characterized by a shared vision where staff members collaboratively and actively work toward creating a rigorous work environment where education for the 'whole student' is considered the priority. Staff is required to gather a range of data in order to discuss, implement, evaluate and reflect on practices.

This year, our school reorganized its academies. Our Jewels Academy is strictly a 6th grade horizontal academy. Our Einstein and Shakespeare Academies are vertical academies comprised of 7th and 8th grade students. The rationale for this alignment is to move toward a true honors academic program where the best and brightest are exposed to rigorous standards that they will carry with them throughout their academic careers. Students in honors classes are challenged with enriching research reports, projects and presentations as well as an exposure to a variety of contests across the different disciplines. They are held to higher academic expectations and are asked to maintain higher grade point averages in all subjects in an effort to create a pure honors class. Integrated Algebra is taught to our eighth grade math honors classes. Students are given the opportunity to take the Integrated Algebra Regents exam in June to receive high school credit.

The school prides itself on being very goal-orientated and competitive in regard to projects conducted both inside the school and within the wider community. These goals address the student population needs and directly result from data gathered by administration and staff.

There is a strong sense of school community that exists within the school. This is fostered in co-operative and collaborative ways through an extensive range of extra-curricular and enrichment activities that acknowledge cultural and intellectual differences. The staff genuinely cares about the school, and knows the culture. A number of teachers attended this school themselves.

Steinway is an awarded 'NASA Explorer school' driven to improving students' knowledge of STEM-G [science, technology, engineering, mathematics and geography] subjects and careers, through the use of NASA resources. These include websites, competitions, and internships with NASA scientists and fieldtrips to NASA space centers.

The Steinway School uses outside arts agencies to integrate arts into the curriculum. Programs are aligned with NYS Arts Standards and NYC Blueprint for the Arts to expose students to all forms of the arts – visual, vocal, dance, and drama.

Steinway has maintained its commitment to creating learners for the 21st Century through the continued use of technology throughout the school and across subject areas. A wide range of technology is consistently used for purposes ranging from lesson delivery to student focused projects or tasks.

Many accomplishments provide evidence for the progress that Steinway has made toward achieving its goals and maintaining its commitment to the education of its students:

- Rise in ELA scores from 2007 –2009
 - 21.44% in grade 6 students achieving level 3 & 4's
 - 24.01% in grade 7 students achieving level 3 & 4's
 - 22.36% in grade 8 students achieving level 3 & 4's
- Rise in Math scores from 2007 – 2009
 - 7.3% in grade 6 students achieving level 3 & 4's
 - 16.1% in grade 7 students achieving level 3 & 4's
 - 20.5% in grade 8 students achieving level 3 & 4's

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	I.S. 141 The Steinway						
District:	30	DBN:	30Q141	School BEDS Code:	343000010141		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	√	11
	K		4		8	√	12
	1		5		9		Ungraded
	2		6	√	10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09
Pre-K	0	0	0		93.6	93.2	94.9
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 4	0	0	0		95.5	94.3	96.8
Grade 5	0	0	0				
Grade 6	351	323	306	Poverty Rate - % of Enrollment:			
Grade 7	359	355	338	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 8	355	348	367		69.6	62.5	62.5
Grade 9	0	0	0				
Grade 10	0	0	0	Students in Temporary Housing - Total Number:			
Grade 11	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 12	0	0	0		4	10	160
Ungraded	6	4	0				
Total	1071	1030	1011	Recent Immigrants - Total Number:			
				<i>(As of October 31)</i>	2006-07	2007-08	2008-09
					13	18	19
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
# in Self-Contained Classes	53	40	40	Principal Suspensions	9	5	5
# in Collaborative Team Teaching (CTT) Classes	27	43	59	Superintendent Suspensions	8	14	8
Number all others	41	37	54				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				<i>(As of October 31)</i>	2006-07	2007-08	2008-09
				CTE Program Participants	0	0	0
English Language Learners (ELL) Enrollment:				Early College HS Program Participants	0	0	0
<i>(BESIS Survey)</i>							
<i>(As of October 31)</i>	2006-07	2007-08	2008-09				
# in Transitional Bilingual Classes	0	0	0	Number of Staff - Includes all full-time staff:			
# in Dual Lang. Programs	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
# receiving ESL services only	63	95	78		72	73	71
				Number of Teachers			

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	5	0	20	Number of Administrators and Other Professionals	11	19	16
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	1	2
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	1	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	83.3	83.6	87.3
				% more than 5 years teaching anywhere	52.8	58.9	66.2
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	96.0	95.0	92.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.6	97.1	98.9
American Indian or Alaska Native	0.4	0.3	0.4				
Black or African American	4.9	4.8	5.3				
Hispanic or Latino	41.3	42.6	43.0				
Asian or Native Hawaiian/Other Pacific Isl.	20.9	22.2	22.0				
White	32.6	30.1	29.3				
Male	53.5	54.4	57.2				
Female	46.5	45.6	42.8				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year 5						
√	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	5	0	20	Number of Administrators and Other Professionals	11	19	16
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	1	2
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	1	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	83.3	83.6	87.3
				% more than 5 years teaching anywhere	52.8	58.9	66.2
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	96.0	95.0	92.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.6	97.1	98.9
American Indian or Alaska Native	0.4	0.3	0.4				
Black or African American	4.9	4.8	5.3				
Hispanic or Latino	41.3	42.6	43.0				
Asian or Native Hawaiian/Other Pacific Isl.	20.9	22.2	22.0				
White	32.6	30.1	29.3				
Male	53.5	54.4	57.2				
Female	46.5	45.6	42.8				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year 5						
√	School Requiring Academic Progress (SRAP) – Year ____						

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Student Performance Trends

The effectiveness of our united staff and the academic rigor we provide is evidenced in the rise in ELA and Math scores our students have achieved between 2007 - 2009.

2009 New York State ELA & Math exams:

- Rise in ELA scores from 2007 –2009
 - 21.44% in grade 6 students achieving level 3 & 4's
 - 24.01% in grade 7 students achieving level 3 & 4's
 - 22.36% in grade 8 students achieving level 3 & 4's
- Rise in Math scores from 2007 – 2009
 - 7.3% in grade 6 students achieving level 3 & 4's
 - 16.1% in grade 7 students achieving level 3 & 4's
 - 20.5% in grade 8 students achieving level 3 & 4's

2008-2009 Progress Report: In each category, (School Environment, Student Performance, & Student Progress) an A rating was earned. The school received an overall A rating with an overall score of 94.3.

2007-2008 School Quality Review: A Well-Developed was earned.

NCLB/SED Accountability Summary: ELA: Restructuring 5
Math: IGS

Greatest Accomplishments

Our school community has a united staff which works effectively in a collaborative manner to plan the school's curriculum and instruction, and to meet the needs of every individual student in the learning style which is most effective for each child. We have enhanced our curriculum with immersion in the arts and other enrichment which broadens the interest of students and lends to the education of the whole child. We provide new staff members with a high level of continuous assistance and guidance through daily meetings with administrators, coaches, and inter-classroom visitation to support their professional development. All of our teachers use a wide variety of technology tools to focus on the students' interests and diverse learning styles. Computer carts are available on each floor. SmartBoards have been placed in most classrooms and are used to enhance instruction in all subject areas. By the end of this academic year, we hope to have SmartBoards installed in every classroom. Many teachers have implemented United Streaming Video within content areas and all computers have access to "Understanding Math Plus Program", "Math Forum" and "Brainpop" which aids in the refinement of math skills. Our literacy department uses the "Read About" program in the same way. We have what is often called the "Best School Library" in that it contains the most up-to-date high-interest selections, state of the art media technology, and a librarian who conducts pre-planned lessons in consultation with teachers.

We have a phenomenal Data Analyst on staff who analyzes hard data from New York State Exams, Acuity Exams, and Predictive Exams which focuses on subgroups (boys/girls, Levels 1 and 2, black males, Hispanics, etc...) This critical information that is provided to teachers ensures that the differentiation of instruction that occurs within the classroom is based on hard data.

The development of our initial Inquiry Team has catapulted the entire school into mini inquiry teams who meet regularly to discuss the needs of all students with a focus on moving level 1 and 2 students toward benchmark goals. Our original Inquiry Team continues to develop materials to enhance instruction and places special emphasis on building vocabulary school-wide by implementing its program in all content areas. Small interdisciplinary teams who teach the same classes, have been established to meet regularly and discuss the lowest functioning students in their classes. They discuss student trends and patterns that are common in all discipline areas, including learning styles, attendance issues, behavior issues, prior year test scores, and other data deemed viable for improving the performance of these students. Notes and data from these meetings are recorded on the ARIS inquiry spaces discussion boards.

We have placed great emphasis on engaging parents as our partners in their children's education. As such, our teachers maintain individual blog websites which provide the opportunity for parents to see up-to-the-minute information on homework, reports, content area and enrichment. These websites serve as interactive venues through which students may participate by posting comments, written work, or questions. Our Social Studies department has provided a forum in which students may respond to daily writing prompts through quick writes which they post on the website. We have had great success with engaging our students in the development of writing skills through the internet. Our science department is spearheading an initiative that will enhance our science curriculum in order to inspire the next generation of scientists.

We have established a revised math and ELA pacing guide that addresses the standards and aligns itself with the new testing schedule implemented for 2009-2010. We have maintained 90 minute teaching blocks in both literacy and math wherein the workshop model has been incorporated and the focus is on student-centered learning and differentiated instruction. Our school currently has 4 CTT classes. The feedback from both in-house and DOE surveys has been positive in all capacities. We sponsor regular, widely-supported school celebrations which celebrate the arts and multiculturalism while working within the parameters of the learning standards.

Our school community is immersed in reaching out to the community at large. We have had monumental success with collecting canned food to feed the hungry for City Harvest (we were the #1 school in Queens!), providing holiday gifts to children in need (over \$2000 collected), collecting money for charity (we collected \$3,808.14 for the Leukemia and Lymphoma Society) and providing awareness about the state of our environment. Additionally, our students have had authentic experiences in writing by reaching out to soldiers in Iraq through letters.

I.S. 141 is a recipient of various grants which promote an increase in continuous learning to improve student performance. Ongoing, sustained professional development focuses on increasing knowledge and skills of teachers to help students attain higher levels of performance in the New York State Learning Standards. These grants make use of model programs that have shown promise of significantly increasing student achievement.

One of our new initiatives this year is student goal-setting. As part of the NYC Middle School Initiative, Reaching High, we adapted the NYC model in order to differentiate and engage students in active learning through goal setting. It is highly specific to the curriculum. It provides both monthly short term goals as well as long term goals. Students were given benchmarks on bar-graphs for all major subject areas. This student self-assessment goal-setting tool-kit was inserted into student planners so that these goals remain with them all day and can be communicated to the parents as well. A guidance tool for the high-school application process for grade eight was also created.

Significant Aids or Barriers

Among the greatest aids to our school's continuous improvement has been the assembly of individual Inquiry Teams for each teaching team. What began as a group of teachers tracking the needs and growth of a small group of children has turn-keyed into each team of teachers tracking the needs and growth of our lowest functioning level 1 and 2 students, while also focusing on item analysis for every student school-wide. We have greatly improved the tracking of student sub-groups to ascertain trends and adjust programs. Intensive A.I.S. and the continuation of our after-school programs have also helped to meet our goals for improvement. We have implemented strategic planning to include interim goals to measure the school's progress in meeting and revising its long-term goals, and we have provided each student with bar graphs depicting current status and personal benchmark goals. We continue to consistently gather and use data to track what students know and to monitor progress.

There are some areas in which we continue to meet barriers such as the recent budget cuts and the impending budget cuts which have curtailed some of our students' extra-curricular activities and prevented certain additional professional development activities for staff. As of September 2009, our I.S. 141 after school program has been cut due to financial restraints. We are exploring options for funding. However, being a free-lunch school, all students are eligible for SES services. Supreme

Evaluation, an SES provider, is housed in our building and offers an after school program three times a week for 1 hour and 45 minutes, and for 3 hours on Saturdays, to address targeted needs.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Goal 1: To improve progress in ELA

Increase the percentage of Level 3 and 4 students at proficiency on the 2010 New York State ELA Exam by 2%. In order to reach our goal of attaining 81.6%, 805 (i.e. 788+17) out of 987 students will need to score Levels 3 and 4.

The issue of academic rigor will be viewed through a number of lenses. While instruction and its differentiation will continue to be addressed, data gathered last year indicated a need to address the students' commitment to their own learning. Continuous meetings with administration will be conducted to strategically plan how to best address the issue of increasing student commitment to self-management of learning and continue to focus on academic rigor. We hope that our goal-setting initiative will engage students in active learning, thereby leading to continued improvement.

Goal 2: To enhance our science program to promote science through Science, Technology, Engineering, Mathematics and Geography in order to inspire the next generation of scientists by increasing student time in the science laboratory by 5%.

Eighth grade students will be immersed in a year long interdisciplinary scientific instruction that fosters environmental awareness which encourages them to make a difference in their schools, homes and communities

Goal 3: To increase parental involvement at meetings to achieve a 5% increase in parent attendance by June 2010.

Engage our parents in a yearlong series of workshops and family events which will promote a more active role in their children's learning.

Parent Coordinator will be responsible for organizing & planning parent events before, during and after school.

Guidance counselors will also reach out to parents to address student needs and concerns.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Goal 1

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve progress in ELA by increasing the percentage of Level 3 and 4 students at proficiency on the 2010 New York State ELA Exam by 2%. In order to reach our goal of attaining 81.6%, 805 (i.e. 788+17) out of 987 students will need to score at Levels 3 and 4.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Appointment of a new literacy coach who is a licensed ELA teacher with 7 years of teaching experience. • AUSSIE ELA specialist turn-keys strategies for improvement of instruction for ELA, ELL and special education staff • APs assigned to work with ELA teachers • Meeting with administration to strategically plan how to best address the issue of increasing student commitment to self-management of learning • Ongoing focus on academic rigor • Ongoing PD session for teachers focused on goal setting, writing goals and monitoring goals. Support for teachers from administration and mentor teachers in achieving goal • Teachers confer with students individually at quarterly school-mandated interviews to determine progress towards goals and refine where necessary • Support through coaching, class inter-visitations and grade level planning sessions to help raise the standards and levels of instruction • Appointment of an additional Assistant Principals with an ELA license • Professional development provided to ELA, ELL and special education teachers focused on using data to address student needs and academic rigor • Main Inquiry Team consists of four ELA teachers, AP for ELA, principal and the school data specialist. • Continuous grade level and academy Inquiry Teams operating under the guidance of APs • CTT classes continue to provide more rigorous instruction in ELA for students with IEPs • Literacy coach models lessons as a means for showcasing various teaching styles • Letters sent home to parents to communicate the ELA curriculum, including scope and sequence, novels, and resources

Formatted: Bullets and Numbering

	<ul style="list-style-type: none"> • Weekly meetings between literacy coach and newer ELA teachers • Daily meetings / debriefing sessions between AP of ELA and coach focused on goals • Teacher created blogs to enhance student instruction through hands-on initiatives and immediate support and feedback • Administer baseline ELA examination to students and analyze results to inform instruction and set targets • Interpretation of item analysis for students in year 7 and 8 based on previous year's results • Incorporate technology in lesson planning (BrainPOP, United Streaming etc, Kidspiration, Smartboards, laptops, projectors, ELMOs, Inspiration, Rosetta Stone, Read About, Renzulli Learning) • Choose ELA materials that reflect the linguistic and cultural diversity of our students and are made available to all students • ELA teachers select, analyze, adapt and create a wide range of pertinent instructional materials and resources to extend students' understanding, making these resources available to all and also reflecting diversity beyond the classroom • The encouragement of teachers to continuously develop as professional educators through external professional development opportunities, including membership to professional literature and technological organizations, advanced literacy courses, and online courses and webinars • Bulletin boards containing exemplary written essays from all content areas • Encourage more students to attend the SES and I.S. 141 after-school and Saturday programs to address targeted needs • Aligning student writing to reflect rubrics used in NYS ELA assessments • Staff members effectively target the needs of identified students who have consistently scored below a level 3 from 2007 to the present • Teachers use ARIS, Acuity, informal assessments, standardized and teacher created exams and student portfolios to measure progress and inform instruction via differentiation • Data specialist meets with teachers to provide instructional support to analyze student data in order to target areas in need of improvement • ELA Departmental Lunch & Learns are held to discuss best practices for instruction to target student needs based on data • Creation of student goals within their agenda books that align with individual teacher goals • Creation of reading circles and book clubs to promote a love of reading
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Teachers provided with varying levels of support in administering tests, gathering and interpreting data. • Scheduling of regular meeting times. This occurs on all levels – data inquiry teams, advisers from each team, professional development meetings with coaches and cabinet meetings. • Scheduled learning walks followed with debriefing periods

	<p>and decisive action.</p> <ul style="list-style-type: none"> • Professional development follow-up from outside agencies provided if necessary. • Allocation of time for on-site data specialist to interpret findings
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Analysis of 2010 NYCDOE Progress Report • A 2% increase, approximately 17 students, in the percentage of Level 3 and 4 students at proficiency on the 2010 New York State ELA Exam. In order to reach our goal of attaining 81.6%, 805 (i.e. 788+17) out of 987 students will need to score Levels 3 and 4. • Individual student goals and plans stored in sheet protectors • Teacher Assessment Notebooks (TAN) monitor results • State, city and school data analysis on ARIS provided by the School Data Specialist as well as teachers • Agenda and attendance sheets for faculty, department and professional development meetings, addressing issues connected to goal setting, monitoring and achieving • Observation reports that reflect use of strategies directly connected to student goals • Binder of grade-appropriate material for each ELA teacher that focuses on specific grade skills • Student report cards illustrating improvement in ELA • After-school attendance records • Benchmark assessments used are the Grade 6-8 DYO ELA Predictive Assessment (January 2010) and the Grade 3-8 ELA Acuity ITA (November 2009 and March 2010)

Goal 2

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To enhance our science program to promote science through Science, Technology, Engineering, Mathematics and Geography in order to inspire the next generation of scientists by increasing student time in the science laboratory by 5%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Partnership with the EPA to raise environmental awareness within the school and the Astoria community. EPA Educational Specialist will provide on-site visits to enhance our environmental education program. • Attend ongoing professional development training sessions (10 per year) through the Title II B Middle School Initiative Math Grant at Hunter College • Strategies and best practices are turn-keyed to all Science teachers • Ongoing professional development provided to Science teachers focused on using data to address student needs and academic rigor • Participation in grade level and academy inquiry teams operating under the guidance of APs focusing on increasing reading comprehension skills for Level 1 and 2 students • Teacher created blogs enhance student instruction through hands-on initiatives and immediate support and feedback • Expose students to scientific exploration by visiting laboratories and soil and aquatic testing facilities • Bulletin boards containing exemplary student work from Science • Incorporate technology in lesson planning (BrainPOP, United Streaming, Kidspiration, Smartboards, laptops, projectors, ELMOs, Renzulli Learning) These resources are available for teachers to find lesson plans, films, and interactive educational games for students to play • Use of Smartboards, laptops, and projectors to incorporate virtual labs to enhance instruction and provide students with “hands-on” learning • Schedule classroom visits to our state-of-the-art science laboratory where hands-on experiments are performed • Immersion of students into the scientific method approach to learning • Interdisciplinary ELA/Science projects • School-wide Science Exit projects • “141 Ways to Go Green” blog • Sponsor a “Recycleable Art” contest • The encouragement of teachers to continuously develop as professional educators through external professional development opportunities, including membership to professional science and technological organizations, advanced science courses, and online courses and webinars • Teachers receive weekly emails related to NASA, EPA and NSTA which include professional development opportunities, resources, contests and events • Partnership with the City Parks Foundation and the Astoria/LIC Catalyst Project of Partnership for Parks: This

	<p>program increases students' ability to apply technology and science skills in meaningful ways. Whole group and small group instruction is provided during the school day during the period from October – December, three times per week, as scheduled.</p> <ul style="list-style-type: none"> • The HP team utilizes new interactive technology into our classrooms, such as Gizmos, to enhance student learning • 40th anniversary celebration of Earth Day • Organize science related trips to such places as NASA's Goddard Space Center, EPA Ocean Survey Vessel BOLD, Alley Pond Environmental Center, Central Park Wildlife Center, Wildlife Conservation Society, Prospect Park Audubon Center, where students will explore the world of nature through interactive learning and investigate careers in science • Create a "Green Library" section in our school library where teachers can bring classes to incorporate environmentally-themed reading in lessons and activities.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Professional Development provided to identified teachers. • Scheduling to allow common meeting times, flexibility for programming
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • "Green Library" section in the school library containing such titles as: <ul style="list-style-type: none"> *The Dynamic Great Lakes *A Drop of Water: A Book of Science and Wonder *The Case of the Missing Cutthroats: An ecological mystery *Mission: Planet Earth *Mission: Save the Planet • Posted essays on teacher created blogs • Gallery of student Science Exit projects posted on I.S. 141 school website • Science Fair Exhibition held in the cafeteria showcasing exemplary work • Bulletin Boards showcasing exemplary work • Students work illustrating key concepts learned during field trips • Culminating Earth Day 2010 festivities posted on school website and blogs • PD Attendance sheets • Walkthrough data • .

Goal 3

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase parental involvement at meetings to achieve a 5% increase in parent attendance by June 2010.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Put strategies in place to encourage increased parental involvement at meetings • Encourage increased teacher attendance at Parent Teacher Meetings • Provide incentives for participation such as raffles, give-aways etc • Provide hands-on workshops for parents such as computers 101, Fitness training, scrap-booking etc. • Monthly evening student performances at the PTA meetings to showcase student talent • Sponsor a Take-Your-Parents to School Day • Initiate a “Parent of the Month” award to encourage parental involvement • Establish a “Parent Corner” in our school library containing informational resources (“How to... Parent Handbook) • Establish a monthly Teacher/Parent Breakfast Club • Sponsor a “Breakfast with the Assistant Principal” to introduce our newly appointed AP’s • Sponsor themed nights such as Parent/Faculty sporting events, Jeopardy Night and Movie Night • Sponsor monthly grade focused meetings • Postcards are mailed to all incoming sixth graders to welcome them to the 141 community • Communication of helpful information is done in a clear, straightforward manner, void of “educational jargon”, in the chosen language of the parent or guardian • Bookmarks are given to every family of Steinway 141 illustrating our “keys to success”, which showcase our points of pride to promote interest and family pride • Our 6th grade meetings will focus on such topics as: <ul style="list-style-type: none"> *helping children adjust to a new school * homework policy *how to build positive behavior & self esteem in your child • Our 7th grade meetings will focus on such topics as: <ul style="list-style-type: none"> *“the Middle Child Syndrome” * promotional grade policy * a look ahead to high school *After-School programs – your options in the Middle School • Our 8th grade meetings will focus on such topics as: <ul style="list-style-type: none"> *making informed choices regarding high school * transitioning to high school *promotional criteria *Specialized High School options • Sponsor subject-specific meetings to inform parents of yearly expectations • New and improved student agendas: Students goals are

	<p>clearly stated and parent/student signatures are required</p> <ul style="list-style-type: none"> • Parents of ELL students will be invited to have breakfast with the ELL teachers twice a month to discuss strategies for language learning that can be implemented in the home
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Parent Coordinator will be responsible for organizing & planning parent events before, during and after school • Guidance counselors will also reach out to parents to address student needs and concerns.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Parent Coordinator attendance log • Logs of phone messenger regarding upcoming meetings and events • Logs of phone calls made by Parent Coordinator to encourage parental attendance • Records of letters, emails and agendas sent to parents regarding upcoming events • Results of 2010 Learning Environment Survey • Parental Feedback & evaluation forms filled out by parents at the conclusion of each workshop

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	76	76	76	76	93	0	1	
7	58	58	58	58	98	0	1	
8	56	56	56	56	100	0	0	
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA:</p> <ul style="list-style-type: none"> • Wilson Program • Ramp-up • QTEL • Read-About • Title I Reading • Supreme Evaluation • Predictive/Diagnostic Exams • Rosetta Stone • Steinway I.S. 141 After-school programs • ELL program • Brain-Pop • Renzulli Learning • United Streaming • Kidspiration • SMART technology 	<ul style="list-style-type: none"> • Wilson: Multi-sensory system used to teach students with dyslexia. Teaches them encoding & decoding skills that lead to fluency and accuracy. Small group & one-on-one instruction takes place during regular school hours and during 37 ½ minutes • QTEL: Strategies for teaching ELA skills to ELL students. Small group, whole group, & one-on-one instruction is provided during regular school hours and 37 ½ minutes • Read-About: A computer based program from Scholastic that is very vocabulary explicit. This program will help students with their understanding of social studies and science concepts. One-on-one and small group instruction during the day and 37 ½ minutes • Ramp-up: Developed by America’s Choice for At-risk 6th grade students to improve their reading strategies. Whole-class instruction during the school day • Title I Reading: small group instruction • Diagnostic & Predictive Exams: Aimed to predict New York State Results & Diagnose difficulties. Provides strategies for differentiated instruction. It also offers enrichment opportunities for Level 3 & 4 students. It is data driven with pre & post testing • Rosetta Stone: A computer software program that emphasizes communication skills for beginning through everyday proficiency. Provides individualized instruction for ELLs in all modalities: listening, reading, speaking and writing. One-on-one and small group instruction takes place during regular school hours and 37 ½ minutes • I.S. 141 After-school programs: Provides supplemental support for level one and two students. Small group instruction • ELL ELA: Incorporates QTEL strategies for instructional ELA support. Small group instruction takes place during after school hours • Brain-Pop, Kidspiration, Renzulli Learning, and United Streaming: These resources are online and available for teachers to find lesson plans, films, and interactive educational games for students to play • Use of SMART technology provides interactive learning
<p>Mathematics:</p> <ul style="list-style-type: none"> • Understanding Math Plus • Supreme Evaluation • XP Math • Cyberchase • ELL Math 	<ul style="list-style-type: none"> • Understanding Math Plus: A computer based program that offers opportunities for students to improve their basic math skills for each of the New York State performance indicators. One-on-one, small group or whole group instruction during the school day or 37 ½ minutes • XP Math: A computer based program that offers opportunities for students to improve their basic math skills for each of the New York State performance indicators. One-on-one, small group or whole group instruction during the school day or 37 ½ minutes

<ul style="list-style-type: none"> • Brain-Pop • Renzulli Learning • Math Forum • United Streaming • Recipients of HP Grant • SMART technology 	<ul style="list-style-type: none"> • Cyberchase: A PBS animated television program, which is linked to a website, cyberchase.com, where students practice newly acquired math skills. Teachers can also log on to download lesson plans that correspond to our New York State Standards. Small group & whole group instruction during the day • ELL Math: Incorporates QTEL strategies for instructional math support. Small group instruction takes place before and after school hours • Diagnostic & Predictive Exams: Aimed to predict New York State Results & Diagnose difficulties Provides strategies for differentiated instruction. It also offers enrichment opportunities for Level 3 & 4 students. It is data driven with pre & post testing • The HP team introduces new interactive technology into our classrooms, such as Gizmos, to enhance student learning • Brain-Pop, Math Forum, Renzulli Learning, and United Streaming: These resources are online and available for teachers to find lesson plans, films, and interactive educational games for students to play • Use of SMART technology provides interactive learning
<p>Science:</p> <ul style="list-style-type: none"> • Push-in intervention • NASA Explorer School Service • Lego Robotics • Partnership with the City Parks Foundation and the Astoria/LIC Catalyst Project of Partnership for Parks • Recipients of HP Grant • Young Women in Science Club • Brain-Pop • Renzulli Learning • United Streaming • SMART technology 	<ul style="list-style-type: none"> • AIS Services will be offered to students during the regular day and after school. Students will be able to work on exit projects and prepare for both manipulative and objective science exams. We will continue to utilize a push in model by science teachers during professional periods to work with small groups or on a one-to-one basis for struggling students. All students will follow the same curriculum. Hands-on lab activities, exit projects and science fair projects will be produced • NASA Explorer School Services: As a NASA Explorer school, we have been provided the opportunity to use the Explorerschools.nasa.gov website. This website provides students, parents, administrators and teachers with internet driven research sites. This site integrates NASA resources into our school's curriculum. Students receive power point training and attend workshops provided by NASA astronauts, scientists and Aeronautics Educational Specialists to enhance their scientific awareness. Students also travel to NASA's Goddard Space Center, where they receive hands-on training on various STEM-G (Science/Technology/Engineering/Mathematics and Geography) workshops. Whole group instruction is provided continuously • Partnership with the City Parks Foundation and the Astoria/LIC Catalyst Project of Partnership for Parks: This program increases students' ability to apply technology and science skills in meaningful ways. Whole group and small group instruction is provided during the school day during the period from October – December, three times per week, as scheduled. • The HP team introduces new interactive technology into our classrooms, such as Gizmos, to enhance student learning • Brain-Pop, Kidspiration, Renzulli Learning, and United Streaming: These resources are online and available for teachers to find lesson plans, films, and interactive educational games for students to play • Use of SMART technology provides interactive learning

<p>Social Studies:</p> <ul style="list-style-type: none"> • NASA Explorer School Services • Microsoft Movie Maker • Web Quest • Teaching Matters: Educational Excellence through Technology • The Leadership Program • Partnership with the City Parks Foundation and the Astoria/LIC Catalyst Project of Partnership for Parks • Brain-Pop • Renzulli Learning • United Streaming • Participants in the "Freedom Writers Essay Contest" • Kidspiration • SMART technology • Teacher created Blogs 	<ul style="list-style-type: none"> • NASA Explorer School Services: As a NASA Explorer school, we have been provided the opportunity to use the Explorerschools.nasa.gov website. This website provides students, parents, administrators and teachers with internet driven research sites. This site integrates NASA resources into our school's curriculum. Students receive power point training and attend workshops provided by NASA astronauts, scientists and Aeronautics Educational Specialists to enhance their geographic and historical awareness. Students also travel to NASA's Goddard Space Center, where they receive hands-on training on various STEM-G workshops. Whole group instruction is provided continuously • Microsoft Movie Maker: Students incorporate technology to research historical events and then create silent films to depict these events. Small group instruction is provided continuously during the school day • Web Quest: Scavenger Hunt through the internet. Students are given a task and asked to use technology to complete the task. Small group instruction is provided continuously during the school day • Teaching Matters: Educational Excellence through Technology: Technology is used in the classrooms to prepare students for 21st Century learning and achievement. Whole group and small group instruction is provided during the school day • The Leadership Program: This program promotes appreciation of the demands, opportunities, and resources of one's own culture and the culture of others. Whole group instruction is provided during the school day • Partnership with the City Parks Foundation and the Astoria/LIC Catalyst Project of Partnership for Parks: This program increases students' ability to apply technology and geography skills in meaningful ways. Whole group and small group instruction is provided during the school day during the period from October – December, three times per week, as scheduled • Brain-Pop, Kidspiration, Renzulli Learning, and United Streaming: These resources are online and available for teachers to find lesson plans, films, and interactive educational games for students to play • Freedom Writers Essay Contest provides students with an opportunity to encourage and improve interests in Social Studies • Use of SMART technology provides interactive learning • Student polls based on class discussions are available teacher created blogs
<p>At-risk Services Provided by the Guidance Counselor:</p> <ul style="list-style-type: none"> • Crisis counseling • ACS contacts • 407 investigations • Preventative counseling • Consultation with parents and teachers • Inform and provide academic interventions to parents and students 	<ul style="list-style-type: none"> • All services provided by the guidance counselors are in a one-to-one or small group setting on a daily basis during regular school hours and after school. • Lunch groups daily <ul style="list-style-type: none"> ○ Informal counseling through game playing ○ Assist students with projects • Extended Day (37½ minutes) daily <ul style="list-style-type: none"> ○ Informal counseling through game playing ○ Assist students with projects ○ Homework help • A.M. homeroom – homework and project help, counseling • Throughout the day as deemed necessary by teachers

- Customize educational practices for educators
- Modify academic tasks
- Design behavior modification systems
- Decision making and career awareness
- Collect academic and behavioral data to meet the needs of individual students
- Parent workshops on high school applications
- Attend IEP meetings
- Construct IEP goals

- Crisis intervention
- Help with work
- Time out
- Counseling
 - Mandated
 - Preventive
 - At-Risk
 - Crisis
 - Follow up on attendance and lateness (407 forms)
- IEP
 - Construct IEP Goals
 - Attend IEP Meetings
- Referrals
 - ACS
 - Parent Contacts
 - Counseling Agencies
- Instruct Conflict Resolution and Peer Mediation Strategies
 - Identify problems
 - Teach possible problem solving and decision making skills
- Academic Intervention Team Member
 - Consult with all current teachers, as well as former teachers, to determine extent and duration of academic/behavioral difficulties currently exhibited in the classroom
- Attend Parent Meetings
 - Attend PTA Meetings
 - Inform and Provide Academic Interventions to parents and students
 - Lead the dialogue about how educators align their curriculum and pedagogy to the standards for all students differentiated instruction
 - Provide strategies on how parents can cope with teenage behaviors
- Provide At-Risk Parent Meetings on High School Applications
 - Teach parents how to complete applications
 - Assist parents and students in making high school choices
- Teacher Collaboration
 - Help educators customize educational practices to meet students' individual needs
 - Help educators modify academic tasks to meet the needs of all students (differentiate instruction, provide visual/auditory cues, task analyze instruction, provide manipulative and concrete material)
 - Help educators determine and foster a student's learning style
 - Help educators design a behavior modification system or behavioral program to improve learning (progress cards, nonverbal cues, proximity control, rewarding accomplishments, define limits, teach organizational skills, and create a structured, predictable learning environment)
 - Help design Behavior Modification Plans
 - Help educators modify their classroom environments to meet the needs of all students

	<p>(minimize auditory and visual distractions)</p> <ul style="list-style-type: none"> • Foster Academic Achievement <ul style="list-style-type: none"> ○ Assign classmates who can model appropriate behavior to serve as a buddy and/or a peer tutor to struggling students ○ Teach Homework/Class participation Skills, Study Habits, Decision Making, Career Awareness and Time Management to students ○ Help students complete academic projects, reports, and assignments (provide informative research from the computer) ○ Collect academic and behavioral data to ensure that what is being done is effective and makes a difference in the lives of students ○ Help parents understand how to interpret state assessments
<p>At-risk Services Provided by the School Psychologist:</p> <ul style="list-style-type: none"> • Counseling 	<ul style="list-style-type: none"> • Counseling services • Crisis Intervention: individual or small groups
<p>At-risk Services Provided by the Social Worker:</p> <ul style="list-style-type: none"> • Counseling 	<ul style="list-style-type: none"> • Two days a week <ul style="list-style-type: none"> ○ Counseling services ○ Crisis Intervention: individual or small groups
<p>At-risk Health-related Services:</p>	<ul style="list-style-type: none"> • Occupational Therapy • Physical Therapy • Adaptive Physical Education • Hearing and Vision Services

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

STEINWAY INTERMEDIATE SCHOOL 141Q

37-11 21 Ave Long Island City, New York 11105

(718) 278-6547

Principal

Miranda Pavlou

Assistant Principals

V. Williams

L. Adamo, I.A.

E. Maroulis

Language Allocation Policy 2009-2010

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

CFN 15/ District 30/ I.S. 141Q

Principal	M. Pavlou
Assistant Principal, I. A.	L. Adamo
ESL/Coordinator	Y. Maroudas
ESL/Teacher	F. Skoutelas
Math Coach	M. Fiordimondo
Math Teacher	T. Hui
Literacy Coach	E. Barresi
Special Education Teacher	A. Piridis
Guidance Counselor	H. Mullahy
Guidance Counselor	D. Webster
Parent Coordinator	C. Quiles
Parent	M. Loizi
Special Education	L. Adamo
Network Leader	D. Purus
SAF	Dr. Composto

B. Teacher Qualifications

I.S. 141Q retains two ESL teachers with permanent New York State and New York City certification in ESL/TESOL.

C. School Demographics

Steinway Intermediate School, IS 141 Q, is a middle school educational institution inclusive of sixth, seventh and eighth grade regular education students, special education students, and English Language Learners. The school is located at 37-11 21st Avenue in Long Island City, NY. This community, like most of District's 30's student population, reflects tremendous ethnic diversity. Of the 997 students in the school 8.9% are ELLs. The ethnic population of the school's students is categorized as follows:

- Hispanic 42 %
- Pacific Islander/Asians 23%
- White 30%
- Black 5%

Part II: Identification Process

1. Our school uses a structured identification process for ELL students. Upon entrance/registration, our pupil personnel secretary initiates the registration process and refers all students to one of our two certified ELL teachers to administer the HLIS within 10 school days. If a student's home language is anything other than English, an informal oral interview is conducted in English and in the native language; upon determination of its necessity. A formal initial assessment is conducted by the administration of the LAB-R which is given by these two certified teachers. Once the LAB-R has been administered, students who receive a passing percentile score are placed in general education classes. Students who score below the passing percentile are entitled to services according to the NCLB Act. Parents of students who do not receive "Proficient" levels are asked to complete a survey for their first program placement choice.

Upon identifying students as ELLs, placement options are explained to parents. At this time, we do not house any bilingual programs as we do not have enough students in any one language group; parents who would like their children to attend bilingual programs are referred to other schools. Additionally, we do not have a Dual Language Bilingual Program. We offer parents placement for their children in our ESL English Freestanding Program.

The Spring NYSESLAT results are evaluated and students are programmed accordingly per NCLB Act where the B (Beginners) and (I) Intermediate students are entitled to 360 minutes and the A (Advanced) students are entitled to 180 minutes per week.

2. HLIS information is evaluated by certified TESOL teachers to determine student eligibility along with an informal interview by a guidance counselor. The LAB-R is administered according to HLIS findings and the informal interview. Parents are advised to meet with ESL teachers/parent liaison to discuss available programs for ELL students. The ESL department will hold a minimum of two parental orientation workshops in the first month of school. The workshops will be held in English and

translators will be made available. One orientation will be held during school hours and the other in the evening to accommodate working parents. The parents will be notified of their child's entitlement for mandated ESL services as per NCLB Declaration of Rights for Parents of English Language Learners. They will receive a letter informing them of their options. After attending orientation meetings conducted by our certified ESL teachers, viewing videos in their native language, and receiving information in their native languages parents meet with ESL teachers. The ESL department has shown all the languages available and found that Spanish, Arabic and Bengali are most often requested. English is the least requested video. Parents are now adequately informed to complete Parent Survey and Program Selection forms. If we have fewer than 15 parents requesting bilingual services and a specific requested program is not available at I.S.141Q, parents are assisted in finding such a program at another location.

- a. In order to ensure that all program selection forms are returned, a second invitation is extended to those parents who have not yet returned them. Appointments are scheduled with a parent liaison and if necessary an interpreter/ translator. Furthermore, the survey and the description of program choices are provided in the home language along with viewing the orientation video in the home language.
- b. After reviewing the Parent Survey and Program Selection forms for the past four years the trend (98%) in program choices by parents has been to select ESL self-contained and free-standing monolingual programs. Approximately 1.5% of parents select bilingual programs in languages such as Spanish and Arabic. The request for Spanish bilingual does not indicate the need to offer this program. Few parents have made inquiries about the Dual language program. During the last two years, five parents have made inquiries. Even after reviewing the literature and videos shown, the trend is that parents request freestanding ESL services, and are satisfied with the programs offered at I.S. 141Q.

The programs offered at I.S.141Q are 99% aligned with parent requests. As indicated above the trend has been for parents to request freestanding ESL classes. At present we provide 6th, 7th & 8th grade ESL classes for general education students in a self-contained monolingual setting as well as integrated bridged classes. Push-in and pull-out services are provided for ELL students not in these specific classes. Special education ELL students receive services as per their IEP and parental request, with push-in/ pull-out support. We do give parents the opportunity to transfer to schools where a desired program is available. However, to date, parents have been opting to keep their children in ESL classes at I.S. 141Q.

3. Continued entitlement letters are distributed to the students and are furthermore asked to be returned with parent's signature to acknowledge awareness as per compliance with NCLB. In addition, Parent Survey and Program Selection Forms are distributed to the new students per LAB-R results and are completed upon attending meeting, viewing video and further discussion with certified ESL teachers. The letters and forms are returned to their assigned ESL teachers and collected in a binder which is held in the ESL coordinator's office. Furthermore, much effort is put into collection of 100% of the continued entitlement letters and Parent Survey and Program Selection forms.
4. Upon review of the Parent Survey and Program Selection Forms, classes are formed and programs are assembled. Translators are always at hand to communicate information and options to parents in their native language. Furthermore, the most popular languages requested to translate are Spanish, Arabic and Bengali. In conclusion, our school has programmed two free-standing ESL classes for 6th grade and 7th grade, and one bridged 6th and 8th grade ESL class.
5. After reviewing the Parent Survey and Program Selection Form for the past few years, the trend in program choices that parents have requested is the Freestanding ESL choice of program. The results show one to two parent requests for transitional Spanish bilingual education, not qualifying for the

opening of a Spanish transitional bilingual education class. The parents making these requests are advised by our administrative staff along with guidance counselors and the parent coordinator to bring their children to neighboring schools that offer TBE classes in their native language. Furthermore, our school aids these parents in their native language in making appointments to visit and interview at the neighboring schools which house available programs.

6. The program models offered at our school are 99% aligned with parent requests. Furthermore, our school plans to build continued alignment between parent choice and program offerings by accounting for parent request of Bilingual Programs in their native language. Requests of 15 or more for Bilingual instruction will trigger the opening of a TBE with the same native language in the same grade or two continuous grades.

Part III: ELL Demographics

ELL PROGRAMS:

1. Delivery of Instruction

a. I.S. 141 Q provides for two ESL self-contained, freestanding (100% English) classes for the 6th and 7th grade, and a bridged freestanding 6th and 8th grade (100% English) class. ELL students who are in a monolingual setting and mandated for ESL receive services through push-in instruction by certified ESL teachers in accordance with NCLB. All students whose IEP mandates ESL related services whom are scheduled in a special education class or an inclusion class will receive the required instruction in accordance with NCLB CR Part -154 regulations through push-in / pull-out by certified ESL teachers.

b. The 6th and 7th grade is programmed as self-contained classes and travel in groups throughout the day according to their program. The 6th and 8th grade classes are bridged and programmed to receive ESL services according to the NCLB Act. Furthermore, these classes are heterogeneous with mixed proficiency levels according to LAB-R and latest NYSESLAT scores. In addition, the certified ESL teachers push-in to accommodate Special Education students who are mandated to receive ESL services as per IEPs.

2. The mandated number of instruction minutes is delivered as follows:

Program Instruction Component for ELLs, Grades 6th – 8th

Beginners

- 360 minutes per week (ESL) 2 periods per day
- Social Studies/Science (using ESL methodologies)
- Math (using ESL methodologies)
- Enrichment /Advisory/Art (using ESL methodologies)

Intermediate

- 360 minutes per week (ESL) 2 periods per day
- Social Studies/Science (using ESL methodologies)
- Math (using ESL methodologies)
- Enrichment /Advisory/Art (using ESL methodologies)

Advanced

- 180 minutes per week (ESL) 1 period per day
- Social Studies/Science (using ESL methodologies)
- Math (using ESL methodologies)

- Enrichment/Advisory/ Art (using ESL methodologies)
3. Content areas in each program model are delivered 100% in English to align with the requirements of Freestanding ESL instruction. To ensure comprehension and enrich language development in the content areas, ESL methodologies are used.

All students are grouped appropriately and instructed in accordance with NCLB CR Part 154. The teachers are continuously assessing with the purpose of driving instruction that is conducive to their needs. The students are gradually moved (flexible grouping) as their needs change linguistically, academically, socially, and emotionally.

- 4.
- a. Differentiated instruction is implemented for the ELL subgroup, SIFE, by providing for learning buddies, multiples texts, small group instruction and adjusting questions according to Bloom's taxonomy. SIFE students are initially assessed in content areas and evaluated. Class assignments are then modified to meet their needs and assist them to build confidence through academic success. Programs and strategies such as Great Leaps and alternative activities are used. SIFE students will strongly be encouraged to attend Saturday and after school programs that include language arts, math, social studies, science and an array of enrichment programs such as "Women in Science" and "Chess Club" so that they can "catch up" to grade level. We also provide small group instruction during the extended day program utilizing Rosetta Stone software technology on individual laptops. Extra curricular activities and trips are planned to provide for lack of prior knowledge. Parents are encouraged to assist their children with visits to the local libraries.
 - b. IS 141 Q has implemented a newcomers subgroup for students who have been in the United States for fewer than three years. Methodologies emphasize the most basic and effective strategies in intensive English learning. Students are individually assessed using data collection, teacher made materials, conferencing, and professional observation on an on-going basis. Differentiated instruction will be implemented using learning buddies, multiple texts and small group instruction. Additionally, ESL instruction is aligned to the pacing calendar for the grade appropriate ELA curriculum to address ELLs who are here more than one year and who will take the ELA exam. Further practice opportunities are provided during class and during the 37 ½ minute instructional program.
 - c. The ELL subgroup that is receiving 4 – 6 years of ESL services has been identified and will continue to receive differentiated instruction through independent study and flexible grouping. Multiple supplementary materials will be constructed by certified ESL teachers in addition to graphic organizers to support learning.
 - d. Long-term ELLS that have completed 6 years or more are a subgroup that has been identified and receives differentiated instruction continuously through multiple texts and skill-based mini-lessons. Students participate in activities that promote academic discourse such as accountable talk. In addition, teachers use a wide range of print, digital resources, and SMARTBoards designed for interactive lessons for developing English.

Home Language Breakdown:

	6 th	7 th	8 th	TOTAL
Spanish	10	12	5	27
Chinese	1			
Bengali	3	3	3	9
Urdu	3	1		4
Arabic	5	10	3	18
French		1		1
Punjabi	1			1
Albanian			1	1
Other	12	10	5	27

e. ELL students with special needs are mainstreamed into ESL classes according to IEP requirements. Class instruction and assignments are differentiated to meet their needs. Students will receive push-in / pull-out services where needed and appropriate teacher made materials will be created. (These will follow standards curriculum.) Para-professionals will congruence with teachers to continue support on a regular basis when appropriate. In addition, strategies differentiating instruction will include readiness grouping, varied rubrics and adjusting questions through the use of Bloom's taxonomy.

5. One particular ELL subgroup that has been targeted is the long-term ELLs. A range of intervention services are offered in English in our school. The content area of math is addressed by supplementing the ELL students with an additional 4 periods of math instruction per week. Another service that has been found to be successful is the 37 ½ minutes extended day program which provides support with tutoring in the areas of math, science and social studies. Other intervention supports are provided through such programs as Renzulli Learning, Rosetta Stone and math games designed by our math coach and ESL Lead teacher.

Long-term ELLs are grouped to work on challenging activities with focus to increase all existing strengths and address weaknesses. Cognitive strategies are practiced through cooperative learning and teacher modeling. Students will use more graphic organizers, make visual associations and specific connections between new and old learning. Students must achieve more comfort in speaking English and continue to build their vocabulary. They will have the opportunities to create dialogues and recite authentic literature.

6. Transitional students reaching proficiency are encouraged to continue reading at higher levels both to further academic skills and for their personal enjoyment. At this stage they analyze and evaluate their skills, and transitional support is continued for two years. During this time there is an emphasis on effective strategies to support language learning in the existing curriculum. Transitional students continue using and building on strategies of effective readers and writers. Support will be continued when noted by meetings where general education teachers in all content areas congruence with our ESL certified teachers to discuss progress.

7. In our efforts to continue improving programs offered to our ELL students, considerable effort has been made through continuous professional development to our ESL and other content area teachers. We have hired a new literacy coach who is licensed in ELA to support the ESL providers with meeting the curricular standards for ELA. We have contracted the A.U.S.S.I.E. consulting group to provide

further support to our certified ESL teachers. Our ESL teachers are consulting ARIS to further enhance student learning in all content areas.

8. We are slowly transitioning out of Americas Choice (Ramp-Up) strategies in favor of more differentiated and individualized choices in instruction. We have found that reading “just-right” books of the student’s choices increases engagement and comprehension.

9. All ELLs are afforded equal access through school programs such as S.E.S. and Title III. S.E.S. provides for both small group instruction as well as homework tutoring in school; additionally, home-based tutors will visit homes based on application selection. After-school Title III supports all state standards and supplements academic instruction through a variety of activities including authentic sources.

10. All selected text books contain ELL specific sections and strategies which address ESL methodologies and assessment. Many of the textbooks also contain CD ROMS which provide visuals to deepen understanding in the content areas. SMARTBoards are utilized to provide interactive instruction and to engage students visually. We have a two-to-one laptop ratio for our ELL students to access multiple learning programs such as XP Math, Rosetta Stone, Mind Jogger, Brain Pop; additionally, students are engaged in internet research.

11. To offer native language support, we pair students based on native language; additionally, we provide reading material to engage students in native literary activities. We have dual language glossaries and dictionaries. As a support to our newcomers, we encourage students to continue activities in their native languages and accordingly transition to English.

12. Each ESL classroom has a plethora of reading and writing materials and strategies to satisfy every possible learner’s level corresponding to their age and grade level. These required services support and supplement the strategies implemented in the classes. Class libraries are leveled and assorted according to genre for ease of student selection.

13. Newly enrolled ELL students are provided with an orientation and parents are provided with our school’s parent handbook in their native languages; handbooks provide information on materials that will help their children assimilate as incoming ELLs.

Professional Development and Support for School Staff

1, 2, 3. Professional development for a minimum of 7.5 hours is provided at I. S. 141Q on designated school days, and workshops outside the school during the summer and evening hours are available to all teaching staff. The following topics have been and will be addressed:

- a. New methodologies in language acquisition
- b. Learning styles
- c. Cultural diversity
- d. Developing technology for ELL
- e. What is the NYSESLAT ?
- f. Cross-Age tutoring
- g. Interdisciplinary planning
- h. Balanced literacy
- i. QTEL tools and strategies
- j. Data collection and analysis
- k. Differentiated instruction

Additionally, to support staff in aiding students to transition from elementary school to middle school, we encourage the staff to utilize ESL methodology in working with ELL students. Furthermore, incoming elementary 6th graders are invited to visit our school and tour the building to assist with alleviating any anxiety and answer any questions they may have.

Parental Involvement

1. Parental Involvement is planned by the parent coordinator in conjunction with the certified ESL teachers. We offer workshops for building positive behavior and self-esteem in children, for after-school programs and middle school options, and for safety of students in and outside of school.
2. This year we intend to partner with Good Will Industries to provide English classes for parents of students. Additionally, computer literacy classes will be offered.
3. The needs of the parents are continuously addressed in their native languages through various communications such as questionnaires and workshops. Our school has an open door policy which enables parents to voice concerns at any given time. Our teachers have “blog” websites for parents to communicate questions and concerns; our students are provided with agenda books for goal-setting and daily home communication purposes.
4. Our parental involvement activities address the needs of parents by giving them many choices of valuable workshops and providing them opportunities to voice their questions and concerns. Workshop activities provide opportunities for parents to learn how best they can meet the learning needs of their children in the middle school setting. Additional activities are offered to parents to assist with learning the English language and provide immersion into American culture.

Part IV: Assessment Analysis

Data patterns have revealed valuable results across proficiency levels. The LAB-R results reflect strengths in reading comprehension when students have had previous English instruction in their native countries. Students who have had no previous English instruction usually cannot comprehend any of the reading passages and experience much anxiety. Students have difficulty with listening and speaking portions of this exam; writing does not show any specific trends. NYSESLAT scores reveal that students have writing and listening weaknesses across all levels. Students scoring at “Beginner” level have weaknesses in all modalities. Students who fall under “Intermediate” level vary in their reading abilities and show some improvement in listening. “Advanced” students still struggle with the writing modality and lack the ability to focus on details and mechanics. Reading and listening comprehension seems to improve as they advance in proficiency.

NYSESLAT Proficiency Results

	6th Grade	7 th Grade	8 th Grade	Total
Beginner (B)	5	4	7	16
Intermediate (I)	11	14	9	34
Advanced (A)	16	17	6	39
Total Tested	32	35	22	89

Instructional decisions will be implemented for individual student needs while assessing patterns across all four NYSESLAT modalities. Skills and strategies will be differentiated for student weaknesses as indicated by item analysis. Students will be rotated through various learning centers both in small group and individual settings. Materials will be learner-centered and hard copy as well as technology will be utilized to enhance student skill sets.

Modality Aggregate	Proficiency Level	6 th Grade	7 th Grade	8 th Grade
Listening/ Speaking	B	1	0	1
	I	2	3	1
	A	20	3	5
Reading/ Writing	B	3	2	8
	I	14	6	16
	A	13	4	17

Planning for content instruction may require alternative resources, varied pacing plans and support such as reading buddies, tape recordings, graphic organizers, small group direct instruction and varied homework assignments.

Creative activities which include culminating projects will incorporate high level thinking; instruction decisions will also be interest-based and choices will be provided to show understanding. Expectations and rubrics will be made clear verbally and on hard copy and will be elicited from the students for ownership of learning goals.

3.

a. While examining student results, the patterns across proficiencies and grades vary depending on prior knowledge and academic strengths. Students who have a strong academic background and are highly literate in their native languages, progress and show higher proficiency and will advance accordingly in English.

Students lacking literacy in their native language are unable to complete any parts of the exam. ELLs have more difficulty succeeding on tests taken in English (even when literate in their native languages) as compared to taking tests in their native languages.

b. The ELL periodic assessments allow for school leadership and teachers to collaborate and create need-specific plans for each student. Lesson plans are driven and designed according to assessment results.

Weaknesses in the different modalities are addressed with individualized strategies and culminating activities that provide for practice and opportunities to advance steadily while building student vocabulary.

Scores of the NYSESLAT are the primary assessment. LAB-R scores allow for a preliminary example of proficiency. Early literacy skills are assessed using a baseline diagnostic test that is compiled by our literacy coach, assistant principal and ESL coordinator. In addition, a Bader Reading Inventory and ITA assessment is used. DRA's are administered and the Rosetta Stone is used to measure proficiency. Strengths and weaknesses are analyzed and differentiation and scaffolding strategies are implemented. Our instructional plan includes assistance in building vocabulary through Q-tel strategies.

c. The school is learning that because ELLs come from many cultures, learning styles must be addressed. The periodic assessment prompts the methods and specific points that need the most focus. Native language is used by providing age-appropriate literature, glossaries and dictionaries. Additionally students will be paired with a peer who speaks the same language and can clarify.

4. N/A

5. The success of our school's ELL programs is measured by our students' rise in levels on interim assessments, state exams and the NYSESLAT. We have shown continuous progress and approximately 20% of our ELL population scores a proficiency level, allowing them to be mainstreamed and no longer entitling them to services in compliance with the NCLB Act.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–8 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District CFN 15/District 30	School IS 141Q
Principal M. Pavlou	Assistant Principal L. Adamo
Coach M. Fiordimondo	Coach E. Barresi
ESL Teacher F. Skoutelas	Guidance Counselor D. Webster
Teacher/Subject Area Y. Maroudas, ESL	Parent M. Loizi
Teacher/Subject Area T. Hui	Parent Coordinator C. Quiles
Related Service Provider C. Gallo	SAF Dr. Composto
Network Leader D. Purus	Other

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	1
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	997	Total Number of ELLs	89	ELLs as Share of Total Student Population (%)	8.93%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0
Dual Language (50%:50%)										0
Freestanding ESL										
Self-Contained							16	22	0	38
Push-In/Pull-Out							17	15	19	51
Total	0	0	0	0	0	0	33	37	19	89

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	89	Newcomers (ELLs receiving service 0-3 years)	44	Special Education	22
SIFE	10	ELLs receiving service 4-6 years	24	Long-Term (completed 6 years)	22

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	43	10	6	24	0	10	22	0	6	89
Total	43	10	6	24	0	10	22	0	6	89

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish										0
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0									

Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian Creole																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both _____)

Number of third language speakers: _____

languages): ____	
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____ Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish							10	12	5	27
Chinese							1			1
Russian										0
Bengali							3	3	3	9
Urdu							3	1		4
Arabic							5	10	3	18
Haitian Creole										0
French								1		1
Korean										0
Punjabi							1			1
Polish										0
Albanian									1	1
Other							12	10	5	27

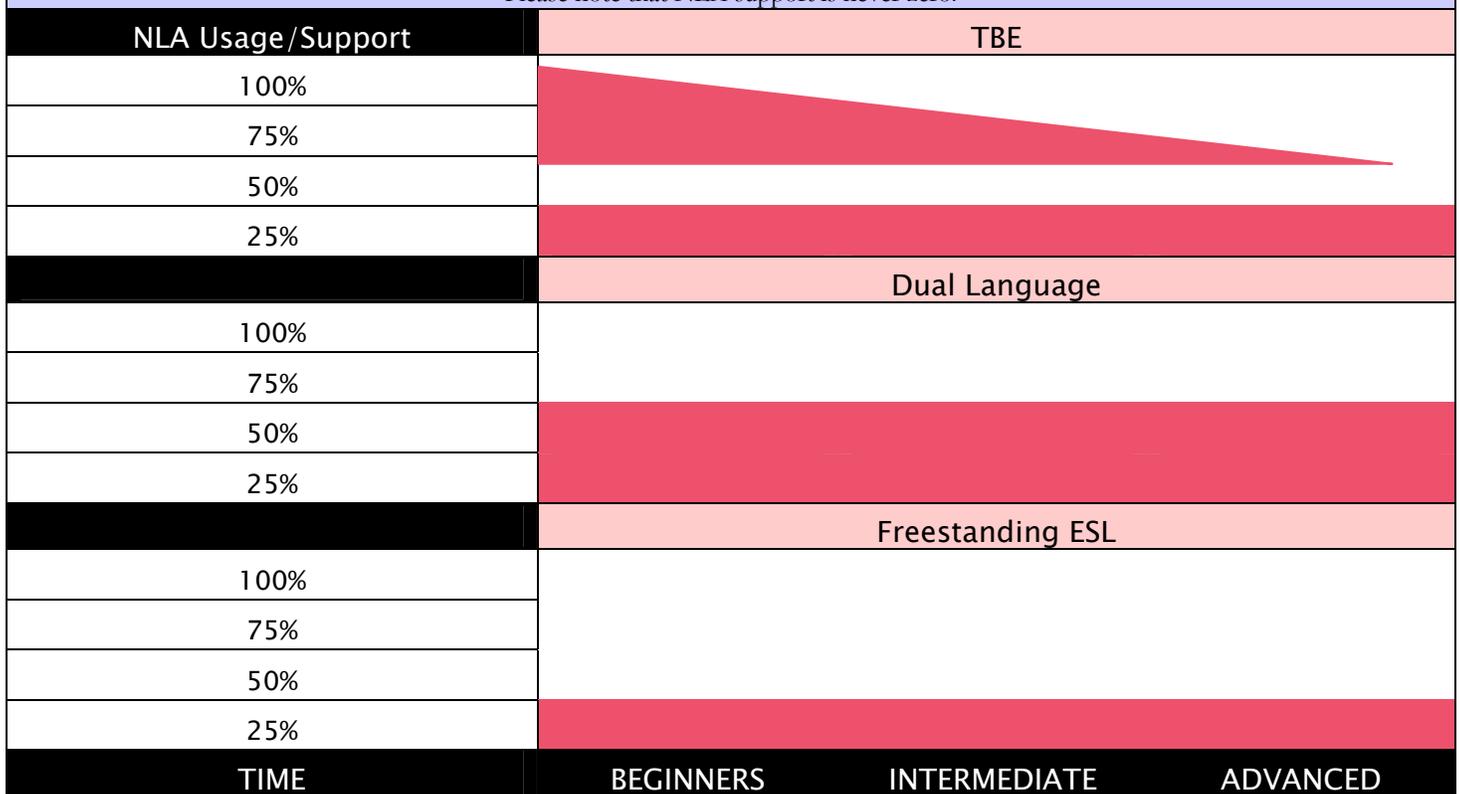
Programming and Scheduling Information										
<p>1. How is instruction delivered?</p> <ol style="list-style-type: none"> What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])? <p>2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?</p> <ol style="list-style-type: none"> How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)? <p>3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.</p> <p>4. How do you differentiate instruction for ELL subgroups?</p> <ol style="list-style-type: none"> Describe your instructional plan for SIFE. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs. Describe your plan for ELLs receiving service 4 to 6 years. Describe your plan for Long-Term ELLs (completed 6 years). Describe your plan for ELLs identified as having special needs. 										
TOTAL	0	0	0	0	0	0	35	37	17	89

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. If there is a test your school uses that is not listed below, attach your analysis of the results to this worksheet.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)							5	4	7	16
Intermediate(I)							11	14	9	34
Advanced (A)							16	17	6	39
Total Tested	0	0	0	0	0	0	32	35	22	89

4									0
8	9		17		5				31
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	4		20		8				32
NYSAA Bilingual Spe Ed									0

ECLAS-2							
	Level I	Level II	Level III	Level IV	Level V	Level VI	
K							
1							
2							
3							

EL SOL						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1						
2						
3						

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	%	%
Chinese Reading Test	%	%

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

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lori Adamo	Assistant Principal		
Carolyn Quiles	Parent Coordinator		
Faye Skoutelas	ESL Teacher		
Maria Loizi	Parent		
Yvonne Maroudas	Teacher/Subject Area		
	Teacher/Subject Area		
Maria Fiordimondo	Coach		
Elisa Barresi	Coach		
Diane Webster	Guidance Counselor		
Phillip Composto	School Achievement Facilitator		
Dan Purus	Network Leader		
	Other		
	Other		

Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 6TH, 7TH & 8TH **Number of Students to be Served:** 89 LEP _____ Non-LEP _____

Number of Teachers 2 **Other Staff (Specify)** Lead ELL Math Teacher

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Type of program/activities:

I.S. 141Q Title III program provides English Language Learners with supplemental instruction in an after-school program. The instructional programs will service ELLs in grades 6, 7, and 8 who score at the beginning, intermediate and advanced levels on the Spring 2009 NYSESLAT. Newcomers tested on the LAB-R will also be serviced. The following programs will be implemented:

- Afternoon ELL programs for beginners, intermediate, and advanced students
- Afternoon Math program for ELLs
- Saturday family program entitled "SSF: School, Student, Family"

The After School Instructional Program classes will meet a total of 50-90 minutes (one and a half hour) sessions beginning in November 2009 through May 2010 from 3:00 p.m. to 4:30 p.m. on Monday, Tuesday, Wednesday, and Thursday. Group size will be maintained at 10-15 students per teacher. These classes will service approximately 40 ELLs. Certified ELL and content area teachers will provide supplemental instruction aligned with the New York State content and performance standards. Instruction will focus on Math, Science, Social Studies and Literacy using ELL strategies and methodologies to help students achieve higher scores on the NYSESLAT and State assessments.

Supplementary materials will be provided to augment English Language Arts and Math instruction. General instruction supplies such as chart paper, markers, and certificates of achievement will be purchased to support the after school program. In addition, culminating activities will be supplemented.

Instruction includes but is not limited to:

- Shining Star series: Is defined as research based reading program with specific strategies for ELLs in all content areas.
- America's Choice: Is defined as research based reading program with specific strategies for ELLs.
- Ramp-Up: Is defined as research based reading program with a focus on balanced literacy using the seven habits of a good reader.
- QTEL Building the Base for ELLs
- Rosetta Stone

Students receive a variety of instructional methods such as scaffolding (a language support technique), drama (the arts), balanced literacy, differentiated instruction, journal writing (to develop written language proficiency), and the CALLA approach a research based differentiated instruction. Technology will be incorporated through the use of mobile laptops, and Rosetta Stone software will be used to extend language usage. In addition, teachers will be provided with SmartBoards and extensive training on how to use them. Furthermore, extensive class libraries will be provided in order to help students develop literacy skills.

Rationale for the selection of program/activities:

Students need for improvement in daily classroom assignments and exam performance

Example: NYSESLAT and New York State Math, Science, and Social Studies tests.

- Verbal communication
- Listening comprehension
- Decoding
- Reading skills
- Grammatical Structure
- Vocabulary building/tech language
- Math skills
- Math extended response word problems

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional Development and Support for School Staff

Overview:

Steinway Intermediate School 141Q is an intermediate school inclusive of sixth, seventh and eighth grade general education students, special education students, and English Language Learners. The school is located at 37-11 21st Avenue in Astoria, NY 11105.

The community reflects tremendous ethnic diversity. IS 141Q is located in a predominately residential neighborhood, composed of both small private homes and multiple dwelling apartments. There are several business communities nearby. The ethnic population of the school is categorized as:

- Caucasian 30%
- Asian and Pacific Islanders 23%
- Hispanic 42%
- African-American 5%

IS 141Q consists of three academies (schools within a school). One academy houses 6th grade. Each of the other 2 academies house 7th and 8th grades and all disciplines. ELL programs are comprised of students who speak a second language according to their HLIS. Steinway IS141Q houses two freestanding ELL classes, one in grade 6, one in grade 7.

Our school implements comprehensive ELL programs in accordance with Title III guidelines for approximately 91 ELLs. All ELL teachers are fully certified. All students are provided with differentiated instruction to meet and exceed city and state learning and performance standards. In addition, staff members participate in high quality professional development, such as QTEL Building the Base for ELLs, to enhance their teaching and learning, so as to improve children's knowledge, performance and achievement in school.

Onsite professional development from A.U.S.S.I.E. provides our ELL teachers with innovative teaching strategies that are modeled and then continuously implemented within the classroom. Technology is an important tool used in order to help ELL students progress to the next level. Through the use of SmartBoards and laptop carts, students are acquainted with technology on a daily basis. Teachers are also sent to professional development sessions that are offered by CFN.

Professional development for a minimum of 7.5 hours is provided at I. S. 141Q on designated school days, and workshops outside the school during the summer and evening hours are available to all teaching staff. The following topics have been and will be addressed:

- a. Teachers' College
- b. Ramp Up (including read aloud and 7 habits of a good reader)
- c. New methodologies in language acquisition
- d. Learning styles
- e. Cultural diversity
- f. Developing technology for ELL
- g. What is the NYSESLAT ?
- h. Cross-Age tutoring
- i. Interdisciplinary planning
- j. Balanced literacy
- k. QTEL tools and strategies
- l. Data collection and analysis

- m. Differentiated instruction
- n. ELL compliance

Math and literacy coaches give demonstration lessons as necessary to facilitate the workshop model, math and America's Choice teaching techniques.

Workshops and professional development topics are determined by teachers' requests, and recommendations by supervisors and AUSSIE personnel.

These workshops are given by highly qualified personnel who report the names of the teachers who have completed workshops to the supervisor in charge who keeps an ongoing record of professional development hours for each teacher. In this way we ensure that all teachers fulfill the required professional development.

Form TIII – A (1)(b)

School: Steinway I.S. 141 **BEDS Code:** 343000010141

Title III LEP Program

School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$7483.00	Teachers (per session): 2 teachers x 1.5 hours x 50 days @\$49.89/hour = \$7,483
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$3,000.00	Supplemental classroom books and materials for special education and ELL classrooms to address the needs of these students. Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books
Educational Software (Object Code 199)	\$4022.00	
Travel		
Other	\$1,055.00	Materials and supplies (Art Supplies)
TOTAL	\$15,560.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

A member of our school staff interviews the parents of new registrants at the time of registration, and documents their language needs. The parents' language preference is written on the emergency cards located in the main office, dean's office and the nurse's office. This is done within 30 days of a student's enrollment. In addition all homeroom teachers compiled lists of the home language preference of the parents of every student already registered in their homeroom classes. These lists are in the possession of the homeroom teachers, the school coordinator, the parent coordinator, the main office, the duplicating room, all guidance counselors and assistant principals. In addition, this information has been input onto ATS.

Our parent coordinator also communicates the need for translators and oral interpreters. Translators and interpreters are provided for parent – teacher conferences, and parent workshops are conducted in native languages. Every staff member is aware of the new initiative to collect and document the native languages of every family with a child enrolled in this school in order to translate any and all correspondence between home and school. This information is updated every time a new student is registered.

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

According to our most recent ATS report, dated 10/26/09 our school community is comprised of : 565 households preferring to communicate in English, 283 households preferring Spanish, 90 households preferring Bengali, and 60 households preferring Arabic. A list has been compiled indicating each family's preferred home language. All teachers, assistant principals, guidance counselors, office staff and the parent coordinator have this list readily available. It is also available on ATS. Letters to parents are sent home in English, Spanish, Arabic and Bengali. (For a more detailed description of the procedure and how findings are reported to the school community see Part A, 1) 99% of the time a school staff member interprets for parents unable to communicate in English. On the rare occasion a staff member is not available Carolyn Quiles, our parent coordinator arranges for an interpreter over the telephone. Our school's needs for translation and interpretation services are based on our school's demographics. Every parent receives a Parent's Bill of Rights and Responsibilities in his/her preferred language.

Part B: Strategies and Activities

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

Based on this data, all informational letters and literature that are sent home to parents are translated in their languages. We use in-house teachers to assist with the translation when immediate action must be taken. We also use the Translation Services Department provided by the DOE. Via email, we send our requests for translation to the translation unit. We specify the languages needed and date needed. Many school signs which are posted throughout the school building are translated into many languages as well.

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

Based on this data, requests for translators and interpreters are provided. Translators are provided at PTA meetings and school orientation and parent-teacher conferences. Staff members are asked to indicate whether they can speak in another language. This information is documented and kept in our main office. Their services are used on an individual needs basis. Staff will be compensated to translate when needed per session. In addition, the services of bilingual paraprofessionals are used. Oral translators will also be hired by an outside contractor if our staff cannot meet the needs of a parent. Interpreter requests are made to assist in the interpretation of IEPs, testing, surveys, CSE & Physical Evaluation information.

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

In our main entrance, there is a sign posted in English & the 8 languages as per the Chancellor's Regulations, which directs parents to the office or room number where translations can be obtained. Every parent receives a Parent's Bill of Rights and Responsibilities in their native language. All letters and notices to parents are translated and distributed in a timely fashion. They are sent in English and translated into Spanish and in their preferred language, as indicated on their emergency card. If another language is requested, a phone call is made to 718 752-7373. Translated documents are provided by the DOE. We have translators/faculty members who are designated to assist parents in the event of an emergency. Parents are made aware of the DOE website to refer to for their rights of translation and interpretation services and how to access such services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$556,231.000	\$79,335.00	\$635,566.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,562		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$794.00	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$27,811.55		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$3,970.00	
6. Enter the anticipated 10% set-aside for Professional Development:	\$55,623.00		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 98.6% as per 2008-2009 BEDS report
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Ongoing professional development will be provided as described in Part C (#4) of Appendix 4.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

STEINWAY INTERMEDIATE SCHOOL 141Q
A NASA Explorer School
37-11 21 Avenue, Astoria, NY 11105
(718) 278-6403 FAX (718) 278-2884
Miranda Pavlou, Principal

The Albert Einstein Academy **The Jewels Academy** **William Shakespeare Academy**
L. Adamo, A.P. (I.A.) V. Williams, A.P. E. Maroulis, A.P.

SCHOOL PARENT INVOLVEMENT POLICY

- Steinway I.S. 141 agrees to ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education.
- We will strive to meet the educational needs of low-achieving children. This includes students of poverty, LEP students, children with disabilities, neglected or delinquent children, and children in need of reading assistance.
- Steinway I.S. 141 agrees to implement programs, activities and procedures for the involvement of all parents of Title I eligible students in order to promote the home/school/community partnership.

- Parents will be invited to attend workshops that are designed to assist them in communication with their children to better prepare them for the NYS Exams so that their children can reach, at minimum, proficiency on challenging State academic achievement standards and state academic assessments.
- I.S. 141 will provide translators to mediate between parents and teachers, deans, guidance counselors, and administrators.
- All memos and notices that are distributed will be translated into their preferred home languages.
- With the help of parents, an evaluation of the content and effectiveness of the parental involvement policy in improving the quality of its Title I will include identifying the barriers to greater participation by parents.
- We will offer support to parents in their role as the first teacher. We will raise their level of awareness of grade level expectations through the dissemination of information on school-wide policies, standards and New York State assessments.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

SCHOOL-PARENT COMPACT

The IS 141Q, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2009-2010.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The IS 141Q will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- Academic Intervention Services for at risk students and ELL students, such as Math and Language Arts services in addition to the regular two period classes.
- Extended day and after school SES programs, as well as Saturday programs
- Professional Development for teachers
- Math and Literacy coach assist teachers with curriculum and demonstration lessons

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- November 16th & 17th, 2009
- February 24th & 25th, 2010

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- Report cards four times a year
- Interim report to parents twice a year.
- Progress reports as needed
- Parent/Teacher conferences are held twice a year.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Parents may make an appointment to speak with teachers at any time.
- An established open-door policy welcomes parents to see administrators, deans, and guidance counselors at all times.

5. **Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities**, as follows:

- Parents may visit classrooms at any time by setting an appointment.
- Parents may volunteer to work with teachers and students on special projects.

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child’s classroom.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.



Additional Required School Responsibilities

The IS 141Q will:

1. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or

evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).
9. Workshops for parents of ELL students as well as computer and Mathematics workshops.
10. A workshop with Supplemental Education Providers and Guidance Counselors.

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve

the State's high academic standards, the IS 141Q will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.

4. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

<u>IS 141Q</u>	_____	_____
School	Parent(s)	Student
_____	_____	_____
Date	Date	Date

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

A comprehensive needs assessment of the whole school is made by looking first at our school report card and our school accountability report. After carefully analyzing this data and reporting it to the school community, our leadership team reflects on the data we received from our school's Acuity assessments, ATS, and ARIS. We used last year's Comprehensive Education Plan throughout the year to help guide us in achieving our academic goals and to help in creating this plan. Samples of student work and students' portfolios are assessed throughout the year by coaches and the administrative team during weekly walkthroughs. After each quarter, academy and subject meetings are conducted in order to analyze and assess student progress. Changes are made accordingly to facilitate their individual needs, interventions, enrichment programs, and strategies are then put in place. For example, students not meeting state standards are placed into 37 ½ minute classes which foster small group instruction and targets basic skills that might not be addressed in a large group setting. In addition, enrichment programs such as art and sport clubs are held after school in order to motivate students. This exchange of information helps us to assess students' academic growth and is used to help teachers scaffold and differentiate their instruction. All subject departments hold frequent professional development sessions to address the curriculum, the trends in student learning, and the methods that can be used to increase student

performance. Methods of best practices are shared during these meetings. Teacher Assessment Notebooks are prepared by major subject teachers in order to track student progress. An ongoing analysis is made through conferencing and testing to ensure that students are meeting the state standards.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.
- a. I.S. 141 provides many opportunities for all children to meet the State's proficient and advanced levels of academic achievement. Please refer to Appendix 1 for more information regarding AIS services provided at our school to help meet the needs of our level 1 & 2 students. For our advanced levels, we provide a rigorous curriculum that supports higher level thinking skills. Some opportunities in math include offering a high school curriculum of Advanced Integrated Algebra I. These students take the New York State Regents examination in June. We incorporate Smartboard technology into the curriculum and utilize computer software to enhance instruction, such as Understanding Math Plus, XP Math, Brain Pop, Math Forum and Geometer's Sketchpad, and Renzulli Learning. Through our NASA resources, students are encouraged to explore and investigate future opportunities and careers in mathematics and engineering. In ELA, we offer advanced opportunities for level 3 and 4 students, which includes Shakespearean study, museum visits, and enriching research reports, projects and presentations. Our students participate in many literary competitions such as the Ezra Jack Keats book making competition, Annual Literature Art and Music Competition, School Spelling Bee, ABENY Contest, and Bodies: The Exhibition Essay Contest on Public Health. Our school happily congratulated winners for each of these contests. In Social Studies, our advanced learners participate in the EconBowl after rigorous study and investigation about a specific topic related to social studies. Students are encouraged to participate in academic competitions such as the Election Connection. Our science students participate in the science fair through research and analysis of scientific topics that are relevant to today's society. As a NASA Explorer school, we have been provided the opportunity to use the Explorerschools.nasa.gov website. This website provides students with internet driven research sites. This site integrates NASA resources into our school's curriculum. Students also receive Microsoft PowerPoint training and attend workshops provided by NASA astronauts, scientists, and Aeronautics Educational Specialists to enhance their scientific awareness. Students also travel to NASA's Goddard Space Center, where they receive hands-on training on various STEM-G

(Science/Technology/Engineering/Mathematics and Geography) workshops. We provide opportunities for students to meet the state's proficient and advanced levels of student academic achievement in music by offering an opportunity to participate in the school band, which often performs in various parades and student shows, concerts for our PTA meetings, and in general, for the local community. We provide an honors program that encourages extensive research in all disciplines. Members of this honors program have taken trips to Washington D.C., Boston, and Philadelphia to inspire their academic interests and they are recognized at the end of the year in a National Junior Honor Society and Awards ceremony. All students are encouraged to apply to specialized high schools. An after-school preparation program which offers rigorous instruction also helps students prepare for this exam.

- b. We use effective methods and instructional strategies that foster academic rigor. Classroom libraries have been distributed in all classrooms. A special effort has been made to level the classroom libraries and provide the "just right" book for students with special needs as well as advanced readers. Math content area libraries have been purchased and distributed to help include reading in this content area and to inspire students to learn more about math and the role it plays in our everyday life. To increase the amount and quality of learning time in our school, the extended day program runs from Mondays through Thursdays, and small group instruction takes place for any student not meeting state standards. Furthermore, an in-school SES program runs on Tuesdays, Wednesdays, Thursdays, and Saturdays, and intense test-prep instruction is provided. The purpose of these after school and weekend programs is to help children move to the next level and achieve AYP (adequate yearly progress).

To meet the needs of our historically underserved population, an Academic Intervention Services Committee has been created which meets once a week. The committee consists of administration, guidance counselors, coaches, lead teachers, and classroom teachers who volunteer their time and are dedicated to improving the success of our struggling students. Counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs are provided for our students by trained staff and outside resources, as mentioned above.

An inquiry team consisting of ELA teachers was formed in order to study the learning trends of Former ELL students that were level two students on the brink of a level three on the previous year's ELA state exam. Fifteen children have been chosen and will be followed throughout the year. Surveys will be completed by subject teachers, guidance counselors, and the students themselves. Tests will be administered and analyzed in order to determine the learning trends of these students. We will focus on weakness areas including higher order thinking skill questions, such as making inferences, drawing conclusions, and understanding vocabulary in context. An initiative was started school-wide to work on these areas, as they will need the most work. To facilitate this initiative school-wide, smaller inquiry teams were formed throughout the building. Subject teachers are being asked to meet on a common prep and discuss low-performing students in their classes. During these meetings, teachers will access student data on ARIS and will use the time to analyze and discuss student skills in need of improvement and strategies that can be utilized for improving upon these skills. In addition, extra test preparation materials will be generated and distributed school-wide in order to help facilitate growth in weakness areas.

3. Instruction by highly qualified staff.

In order to ensure that only highly qualified teachers are instructing our students, we make certain that only qualified licensed teachers are hired in our school. We work closely with the Fellows program to ensure that qualified, licensed math and ELA teachers are placed in our school. Our goal is to obtain and maintain teachers who are licensed and teaching appropriately. We have appointed a new literacy coach who is licensed in ELA and can provide the support and knowledge needed to help our ELA teachers boost student success.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Money has been allocated in our budget to encourage teachers to attend workshops offered by outside services such as NCTM, NASA, Impact Math, Teachers' College, ReadAbout, ELL QTEL, EETT-Title IID TELL Grant, UFT Teacher Center, ICI Network and Ramp-Up. Many of our staff members also attend technology workshops in order to learn how to utilize the SMART Board as a means of enhancing instruction through technology. The Office of Instructional Technology through the NYC Department of Education provides onsite professional development regarding SmartBoards, podcasting, digital filmmaking, and other engaging technological advances that can be used in the classroom. We email our staff members regularly to alert them of upcoming professional developments that are available to them. A consultant from AUSSIE has been hired to assist us in our data collection and analysis of student performance. CITE, through Mr. Sanfilippo, provides our parents with regular informational workshops. Dr. Frank Scalzo, Dr. Paul Marchese, and Ms. Sonya Lawrence, Aeronautics Educational Specialists, provide onsite professional development in the fields of STEM-G. Theresa Ippolito, from the EPA, is our new Educational Liason for STEM-G. Two of our math teachers are participants in the Hunter College Title IIB math grant offered by the region. They attend monthly meetings with the math coach to receive training on best practices in math and turnkey this training to the rest of the mathematics department. Informational Parent Workshops are provided monthly to familiarize parents with the new state standards. We explore ways in which parents can be part of their child's academic success and offer this information to parents through monthly workshops, mass e-mails, and PTA meetings. Our paraprofessionals are participants in all onsite PD's. They also attend outside PD's such as Professional Development for the Arts. Our guidance counselors attend regular meetings to learn new and innovative strategies for improving student confidence and overall success. Prior to the end of the school year, emails are sent to our staff with information regarding summer professional development opportunities. Finally, we guide our staff to the various opportunities available to them from the Office of Professional Development which include:

- After School Professional Development
- New Teacher Mentoring
- Leadership Development Initiative
- Career Training Program for Paraprofessionals (CTP)
- Paraprofessional Summer Stipend Program
- Paraprofessional Accelerated Transition to Teaching (PATT)

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Teachers in our school have applied for and received the Teachers of Tomorrow grant, in which teachers are offered a \$3,400 grant per year in return for teaching in a high-needs school. We have several teachers who have taken advantage of this opportunity. Furthermore, teachers have applied for student loan forgiveness in return for teaching in a high-needs school.

6. Strategies to increase parental involvement through means such as family literacy services.

Our parent coordinator is spearheading a Book-of-the-Month Club for parents. In addition, Intergenerational Computer classes offered by 21st Century Com, are being provided. Parent workshops run by bilingual presenters are conducted to address parents' needs. Parent coordinator, guidance counselors and coaches continue to offer parent workshops throughout the school year for informational purposes. Parents will also have the opportunity to attend a Saturday program with their children to address family literacy. Refreshments and snacks are also provided. We also offer Dancing lessons and a Movie-of-the-Month. Our school will also sponsor a multi-cultural luncheon to celebrate our various cultures within the school.

- Please refer to Part II of Appendix 2 for more information regarding parent involvement.
- Please refer to Section VI for more information regarding our action plan for increased parent involvement.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Through our weekly academy meetings, weekly cabinet meetings, monthly Leadership meetings, and bi-monthly subject meetings, our teachers take a proactive stance in the decision making process regarding the use of academic assessments in order to provide information on, as well as to improve, the achievement of individual students and the overall instructional program. The administration, coaches, and lead teachers encourage their educators to create, use, and share assessment tools that provide and lead to valid, on-going data-driven instruction.

Our ELA assistant principal has led an initiative in which teachers have been provided with practice test materials on a weekly basis. These materials were to be administered, graded, and analyzed for common issues in achievement. The results of these tests, including student strengths and weaknesses, are discussed in weekly inquiry team meetings. Based on these results, goals are developed and refined, and subject area teachers are asked to work upon these goals in all of their classes, in order to ensure student progress. Our Math Coach has developed diagnostic exams to identify strengths and weaknesses. These exams are administered, graded and analyzed for common issues in achievement. Student goals are determined based on the results of these exams.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

- Please refer to Appendix 1, Part B for information regarding the assistance provided by our school.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

A Substance Abuse Program conducted by a Substance Abuse Prevention and Intervention Specialist (S.A.P.I.S.) has been implemented in our school in order to alert students of the dangers of drug and alcohol abuse. Our school also has a nutritional program where students meet with the school dietician to discuss healthy eating habits and the nutritional value of the foods they eat. The Leadership Program – Violence Prevention Project, sponsored by NYU informs our students about the ill effects of violence. It teaches violence prevention strategies to our youths as a means for a better and successful future. Furthermore, since our school is classified as a low-income school, all students receive free lunch and are therefore eligible to receive free SES services (either in school or at their home, depending on the program chosen by the parents). These SES programs help keep students off the streets and in a safe environment where learning is the first priority.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: Restructuring – Advanced
(Focused) _____

SURR¹ Phase/Group (If applicable): _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

We are identified as a SINI school because we are on our first year of meeting AYP for all subgroups. Upon meeting AYP for a second consecutive year, we can be removed from this list. Please refer to Page 23 for a specific outline for ensuring their continued improvement. We are applying for and hope to receive the Title I SINI Grant to assist us with addressing our school’s academic issues.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

We will be monitoring and verifying ARIS data with data from the Office of Accountability throughout the year. In addition, we have a Data Support Specialist from the ICI who will assist us with this process.

In addition to this, we are continuing our efforts to improve the performance of our ELLs on the NYS ELA and NYSESLAT examinations. Please refer to APPENDIX 2 for a specific outline for ensuring their continued improvement.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high

¹ School Under Registration Review (SURR)

quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

2009-10 anticipated Title I allocation: \$556,231.00

10% of Title I allocation set aside for Professional Development: \$55,623.00

- Refer to Appendix 4, # 4 for a detailed description regarding professional development.

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

We have established a New Teacher Induction Committee (NTIC) which is comprised of an administrator, chapter leader or designee, coaches, lead teachers, teachers, and representatives of constituency groups. The majority of our members are highly qualified teachers. The NTIC will be responsible for working with the principal and the SSO designee to devise and execute a plan for providing mentoring for new teachers. This plan will include in-class support and mentoring by site-based staff developers, which include our math and literacy coaches and two lead teachers. Every effort will be made to match newer teachers with mentors in their content and certification area. Additionally, all first and second year teachers meet with the principal weekly to address concerns and discuss accomplishments. With 2 new Assistant Principals this year, our principal provides on-sight mentoring and guidance to assist in the strengthening of their leadership skills.

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

A DOE issued Parent Notification Letter was sent out to all parents. This letter illustrates the fact that we are a Title I SINI School in Improvement Year 2-CA-Restructuring. It highlights our school's improvement strategies. It also offers parents suggestions on how to improve the performance of their children. It explains that our students are eligible for SES services.

The letter has been translated into all languages as indicated in our translation policy. It was distributed to each student in his/her parent's home language.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

An ELA-based inquiry team was formed consisting of the ELA assistant principal as well as a group of ELA teachers ranging across grades 6, 7, and 8. The alignment issues discussed in this finding were discussed at weekly meetings. In deciding whether or not these findings were relevant to our school's educational program, an in-depth study of the issues was initiated.

An ELA pacing calendar is in place, is updated on a yearly basis, and includes all of the ELA performance standards. While the pacing calendar, or curriculum map, is in place, it has been done on a very topical level, as discussed in the findings. Through a study of data, specific skills, such as editing and note-taking, were identified as problem areas for our students, and therefore, a stronger push toward addressing these skills was made. While a vast amount of materials were made available to staff members, often times these materials were not adequate for meeting the needs of all learners in the building. Because of this, new listening comprehension materials were created by the inquiry team and distributed to the entire staff for administering and analyzing. Additionally, in an effort to supply materials more culturally relevant, culturally diverse library books have been purchased and placed into classroom libraries.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

While our school does have a pacing calendar for ELA, based on these findings, it was established that the pacing calendar should have more specific plans indicating what students should be able to do at each grade level. Our pacing calendar contains content-based units of study, rather than specific skills that need to be mastered. While an experienced teacher might be well aware of what needs to be

incorporated into his/her daily lessons to meet these needs, an inexperienced teacher needs more guidance in order to help students acquire the skills needed to be on grade level.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

In order to address this issue, our ELA pacing calendar has been refined in order to include specific skills that students should know and be able to do at the appropriate grade level. Furthermore, these curriculum maps, or pacing calendars, will include units of study, specific skills that must be mastered, and strategies that can be used in order to help students acquire these skills. Additionally, relevant materials will continue to be created and distributed to the staff in order to maximize student outcomes.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–

12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A school-based committee has been formed to assess these findings. The committee consists of the math assistant principal, math coach, lead special education math teacher, and lead ELL math teacher, and a group of math classroom teachers. We have already addressed the fact that Impact Mathematics does align with the NYS exam, by providing our teachers with supplemental math resources, such as Coach, and the Holt textbook series. We applied for and were granted a waiver that allows us to use a different textbook series. A pacing calendar has been refined to ensure that each of the NYS math standards is covered prior to the May New York State Examination.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We found that when solely using Impact Mathematics, our students were not adequately prepared for the state exam because there were many gaps in the curriculum. Teachers who used only Impact Mathematics to prepare their students for the exam saw the scores drop, while teachers who supplemented the curriculum with their own material had better results. In order to fix this, we've concentrated on the content strands and process strands in an effort to close the gaps within the curriculum and focus on in-depth instruction.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

An initiative to address extended response questions has also been made, as this has been identified as a weakness area for many of our students. This will ensure that there is depth in what is being taught in mathematics, as is required by the state exam. Furthermore, we purchased the Holt Textbook program which is used in all classrooms and provided our math teachers with supplementary math resources, such as Coach. A resource packet containing an abundance of extended response questions was prepared and distributed to the entire mathematics department. Our focus is to improve students' grasp of mathematics vocabulary, which will in turn help students explain and

express the procedures they follow while solving math problems. Having the ability to do this will help students meet adequate yearly progress.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In order to assess whether this finding was relevant to our school's educational program, the ELA inquiry team observed classroom instruction and also surveyed teachers and students regarding student engagement.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Through the use of surveys and observations, the inquiry team found that students were engaged in the ELA classroom. Furthermore, the ELA coach has visited many classrooms and has taught model lessons in order to gauge whether or not students are engaged in class. Her findings supported what was found in Key Finding 2A.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

In order to continue to foster engagement within the classroom, more culturally relevant novels have been purchased. A push has also been made to try to engage boys with science-fiction genre studies as well.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

The same committee used to assess the previous finding was also used to assess this finding. The committee conducted walkthroughs in which student engagement was the focus.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

During the walkthrough, the committee focused on student engagement. Through a rubric that created specifically for this walkthrough, it was determined that considerably more than 52% of our students were engaged in math class. There is a balance between direct instruction, group-work, and hands-on learning that takes place on a daily basis and keeps students engaged.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not applicable

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In order to assess the relevance of this finding, we analyzed our school report card and conversed with our payroll secretary. There has been a very low turnover rate of faculty and staff in our building.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The evidence that supports the relevance of this finding is that there is a high level of teacher retention. There was only two new hires this year.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not applicable.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In order to assess whether this finding is relevant to our school's educational program, a school survey was administered and analyzed. Based on the findings of our own survey, we found that our ELL teachers were provided with useful training that was in turn used in the classroom.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

In surveying our teachers and classes, we found that the continuously provided professional development opportunities were being used within the classrooms. This, in turn, will help students attain higher levels of performance on the NYS exams. In addition, our hiring of an A.U.S.S.I.E. specialist to facilitate ELL learning helps bring the newest learning strategies into the classroom on a daily basis. Furthermore, the Office of Instructional Technology (OIT) has been providing onsite training through the EETT-Title IID technology grant. Through this grant, support staff have been training our ELL teachers on the use of SmartBoards in the classroom in order to enhance instruction.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not applicable

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In order to assess whether this finding is relevant to our school's educational program, we conducted interviews with the ELL classroom teachers and reported our findings back to the cabinet, consisting of the principal, assistant principals, coaches, lead teachers, special education coordinator, and school coordinator.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our school has a highly qualified and efficient data specialist on staff who works tirelessly to analyze data from state exams and predictive exams and deliver the analysis of said exams to the classroom teachers. Furthermore, through conversations with ELL classroom teachers, we found that they were more than sufficiently informed of their ELLs' academic progress, as well as projected goals based on the scores students received on previous NYSESLAT and NYS math examinations. Additionally, data was disseminated to students in the form of a bar graph that illustrated their previous levels, current levels, and projected goals.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not applicable.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In order to assess whether this finding is relevant to our school's educational program, we conducted interviews with the special education and general education classroom teachers and reported our findings back to the cabinet, consisting of the principal, assistant principals, coaches, lead teachers, special education coordinator, and school coordinator.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Through extensive discussions at our cabinet meetings, it was found that many measures have already been taken to ensure that both our special education and general education teachers have access to and are familiar with the IEPs of their students. We've hired a full-time IEP teacher to ensure that all IEPs are up to date and disseminated to all classroom teachers. Additionally, we utilize the resources of SETRC (Special Education Teacher Resource Centers) to provide professional development opportunities within our building on writing and updating IEPs. In addition to the professional development that is provided by SETRC, a representative demonstrates models within the classrooms as well. Our LSO also provides us with special education training, which we have taken advantage of and implemented in our building. Furthermore, on designated professional development school days (such as Election Day and Brooklyn-Queens Day), our special education staff members are sent to workshops that demonstrate effective teaching strategies and techniques that are then implemented into the classroom to improve academic success. In meetings with special education staff members, it was found that these professional development workshops were both useful and worthwhile.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not applicable.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In order to assess whether this finding is relevant to our school's educational program, we conducted interviews with the special education and general education classroom teachers and reported our findings back to the cabinet, consisting of the principal, assistant principals, coaches, lead teachers, special education coordinator, and school coordinator. Additionally, an AIS team meets every Thursday to discuss student progress for students with IEPs.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Upon review of the IEPs, classroom teachers have voiced concerns that they are not adequately meeting their students' needs as addressed on the individualized education program. There is a discrepancy between what the child is capable of, according to his/her IEP, and what the child will be assessed on when the NYS ELA and mathematics exams are administered to him/her. For example, while an eighth grade student's IEP may indicate the student is on a third grade reading level, the student is still going to be assessed with a standardized eighth grade NYS exam.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The school's special education Assistant Principal is the liaison between general education and special education teachers. She helps to ensure that each student is receiving adequate instruction based on his/her IEP. In order to address the concerns of our teachers regarding the discrepancy between the IEP and the standardized assessments, teachers are being provided with professional development opportunities for differentiated instruction and scaffolding.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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: <http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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.)

We have one student on our register in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

He will meet regularly with our guidance counselors to receive additional support and services. He is invited to participate in our I.S. 141 after-school programs. When necessary, our school will provide opportunities for him to attend any school trips by eliminating the fees.

Part B: FOR NON-TITLE I SCHOOLS

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in the borough Integrated Service Center (ISC) or Children First Network.