



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: STEINWAY INTERMEDIATE SCHOOL 141

DBN: 30/Q/141

PRINCIPAL: MIRANDA PAVLOU

EMAIL: MPAVLOU@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. PHILIP COMPOSTO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Miranda Pavlou	*Principal or Designee	
Helen Nikiforakis	*UFT Chapter Leader or Designee	
Eve Avramovic	*PA/PTA President or Designated Co-President	
	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	
Betty Paralikas	Member/Teacher	
Andriana Drongitis	Member/Teacher	
Frank Arvizzigno	Member/Teacher	
Irene Diakogeorgios	Member/Parent	
Maria Milonas	Member/Parent	
Maria Pavlopoulos	Member/Parent	
Farida Raissouni	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

To improve performance in ELA for ELLs

By June 2013, an additional 5% of English Language Learners will increase their overall performance to meet the proficiency level, as measured by the ELA state exam.

Comprehensive needs assessment

Based on analysis of the 2012 ELA results, we determined a necessity for an additional 5% of English Language Learners to increase their ELA performance as measured by an increase in the percentage of students meeting proficient levels on the New York State ELA Exam. They have underperformed all other student groups. As a result, we have made our ELL subgroup a priority for the school year.

Instructional strategies/activities

- 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
- A CITE worker was hired to support teachers of ELLs.
- Support through coaching, class inter-visitations and grade level planning sessions to help raise the standards and levels of instruction
- Professional development provided to ELA, ELL and special education teachers focused on using data to address student needs and academic rigor
- Literacy coach models lessons as a means for showcasing various teaching styles
- Classroom libraries will be leveled using Fountas and Pinnell: A one-on-one comprehensive assessment to determine instructional and independent reading levels and reliability.
- Utilize Achieve 3000 to provide the first web-based, individualized learning solutions scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests.
- Incorporating Common Core Standards into pre-developed units.
- Daily meetings / debriefing sessions between AP of ELA and coach focused on goals
- Assistant Principals are assigned to work with ELA and ELL teachers
- Teacher Team Meetings with administration to strategically plan how to best address the issue of increasing student commitment to self-management of learning
- Teachers confer with students individually at quarterly school-mandated interviews to determine progress towards goals and refine where necessary
- Maintain 3 Assistant Principals with an ELA license
- Continuous grade level and academy Inquiry Teams planning under the guidance of Assistant Principals
- ICT classes continue to provide more rigorous instruction in ELA for ELLs and students with IEPs
- Ongoing focus on academic rigor
- Letters sent home to parents to communicate the ELA curriculum, including scope and sequence, novels, and resources
- Weekly meetings between literacy coach and ESL teachers
- Administer baseline ELA examination to all students and analyze results to inform instruction and set targets

- Interpretation of item analysis for ELL students in year 7 and 8 based on previous year's results
- Incorporate technology in lesson planning (BrainPOP, Achieve 3000, United Streaming, Smartboards, laptops, projectors, ELMOs)
- Select ELA materials that reflect the linguistic and cultural diversity of our students and are made available to all students
- ELL teachers, under the guidance of the Literacy Coach, will 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 I.S. 141 after-school Title III program 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 and improved language acquisition for ELLs

Strategies to increase parental involvement

- 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 Science 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.
- The Parent Coordinator and other staff members will regularly attend scheduled parent meeting (ex. PTA) to share information and respond to parent questions and inquiries.
- 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.
- Parent Coordinator will host workshops to involve parents and communities in supportive learning.
- The school will create and distribute a parent handbook that is translated.
- The school will provide student agendas for each student as a communication tool between home and school.
- Parents will be trained on how to use ARIS Parent Link.
- Monthly academy newsletters are prepared to highlight academy happenings
- Student goals are highlighted in each students agenda to inform parents of expectations

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA Title III Grants _____ Other

If other is selected describe here:

Service and program coordination

In an effort to improve ELL performance, Steinway 141 will be utilizing Title III money to provide an afterschool program for 6th, 7th and 8th grade ELL students to target specific needs. The program will support all state standards and supplement academic instruction and English language acquisition through a variety of activities in the English language. The program will run on Thursdays from 2:25 until 3:55 by 4 teachers certified in ELA, Math and ESL beginning January 2013 through May 2013. Approximately 30 students will be attending, where they will rotate between the ELA, ELL, and Math classrooms each session. 6th grade will rotate every 45 minutes between ESL through ELA and ESL through Math. 7th and 8th grade will rotate between ESL through ELA and ESL through Math.

- All ELLs will participate in 50 minute tutoring sessions.
- All ELLs will participate in one of our literacy based programs that are part of our school's overall instructional program (141 Afterschool etc.)
- After-school ELL program that meet once a week.
- A CITE worker will be hired to support teachers of ELLs.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

To improve performance in ELA for Special Education Students

By June 2013, an additional 5% of students with disabilities will increase their overall performance to meet the proficiency level, as measured by the ELA state exam.

Comprehensive needs assessment

Based on analysis of the 2013 ELA results, we determined a necessity for an additional 5% of students with disabilities to increase their ELA performance as measured by an increase in the percentage of students meeting proficient levels on the New York State ELA Exam. They have underperformed other student groups. As a result, we have made our SWD subgroup a priority for the school year.

Instructional strategies/activities

- 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
- Classroom libraries will be leveled using Fountas and Pinnell: A one-on-one comprehensive assessment to determine instructional and independent reading levels and reliability.
- Utilize Achieve 3000 to provide the first web-based, individualized learning solutions scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests.
- Incorporating Common Core Standards into pre-developed units.
- Support through coaching, class inter-visitations and grade level planning sessions to help raise the standards and levels of instruction
- Professional development provided to ELA and special education teachers focused on using data to address student needs and academic rigor
- Literacy coach models lessons as a means for showcasing various teaching styles
- Daily meetings / debriefing sessions between AP of ELA and coach focused on goals
- Assistant Principals are assigned to work with ELA and Special Education teachers
- Meeting with administration to strategically plan how to best address the issue of increasing student commitment to self-management of learning
- Teachers confer with students individually at quarterly school-mandated interviews to determine progress towards goals and refine where necessary
- Maintain 3 Assistant Principals with an ELA license
- Continuous grade level and academy Inquiry Teams operating under the guidance of Assistant Principals
- ICT classes continue to provide more rigorous instruction in ELA for students with IEPs
- Ongoing focus on academic rigor
- Letters sent home to parents to communicate the ELA curriculum, including scope and sequence, novels, and resources

- Weekly meetings between literacy coach and Special Education teachers
- Administer baseline ELA examination to all students and analyze results to inform instruction and set targets
- Interpretation of item analysis for Special Education students in year 7 and 8 based on previous year's results
- Incorporate technology in lesson planning (BrainPOP, United Streaming, SMART boards, laptops, projectors, ELMOs, Inspiration, Aegom)
- Select ELA materials that reflect the linguistic and cultural diversity of our students and are made available to all students
- Special Education teachers, under the guidance of the Literacy Coach, will 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
- 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 and improved comprehension skills for Special Education students

Strategies to increase parental involvement

- 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 Science 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.
- The Parent Coordinator and other staff members will regularly attend scheduled parent meeting (ex. PTA) to share information and respond to parent questions and inquiries.
- 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.
- Parent Coordinator will host workshops to involve parents and communities in supportive learning.
- The school will create and distribute a parent handbook that is translated.
- The school will provide student agendas for each student as a communication tool between home and school.
- Parents will be trained on how to use ARIS Parent Link.
- Monthly academy newsletters are prepared to highlight academy happenings
- Student goals are highlighted in each students agenda to inform parents of expectations

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA Title III Grants _____ Other

If other is selected describe here:

Service and program coordination

By utilizing Tax Levy, Title I, and Federal Grant Magnet money, we were able to purchase the on-line Achieve 3000 program for all SWD. They utilize this for at least 2 periods a week and during the 50 minute sessions on Mondays and Tuesdays. At the start of the school year, students take a level-set assessment which determines their initial lexile level. From this point forward, the program automatically assigns students articles on their specific performance level. Teachers continuously monitor student performance and adjust accordingly.

- All SWDs will participate in 50 minute tutoring sessions.
- All SWDs will participate in one of our literacy based programs that are part of our school's overall instructional program

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

Promote parental involvement

By June 2013, parent involvement will increase at school wide events (parent workshops, teacher conferences, PTA meetings, etc.) as evidenced by sign in sheets, showing at least 10% of parents in attendance and an overall increase in the 2012-13 Learning Environment Survey related to parent opportunities to support their child's growth.

Comprehensive needs assessment

- In accordance with the chancellor's initiative to promote parental involvement, we determined a necessity to engage our parents in a yearlong series of workshops and family events to promote a more active role in their children's learning. We will increase parent participation by 10%.

Instructional strategies/activities

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.
- Bi-Monthly evening student performances at the PTA meetings to showcase student talent
- Establish a "Parent Corner" in our school library containing informational resources ("How to...", Parent Handbook)
- Establish a Teacher/Parent Breakfast Club
- Sponsor a "Breakfast with the Assistant Principal"
- PC will host parent workshops in such topics as Cyber Safety and Bullying
- "Welcome Parents" breakfast hosted by the Parent Coordinator
- Sponsor themed nights such as Parent/Faculty sporting events, and Movie Night
- Sponsor quarterly grade focused meetings
- Postcards are mailed to all incoming sixth graders to welcome them to the 141 community
- Postcards with holiday greetings are mailed to every family of Steinway 141
- Communication of helpful information is done in a clear, straightforward manner, void of "educational jargon", in the chosen language of the parent or guardian
- Our 6th grade meetings will focus on such topics as:
 - *helping children adjust to a new school
 - * homework policy
 - *how to build positive behavior & self esteem in your child
 - *how to "study" for midterms
- Our 7th grade meetings will focus on such topics as:

- *“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:
 - *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 clearly stated and parent/student signatures are required
- Parents of ELL students will be invited to have breakfast with the ELL teachers to discuss strategies for language learning that can be implemented in the home
- Monthly academy newsletters are prepared to highlight academy happenings
- Student goals are highlighted in each students agenda to inform parents of expectations and student responsibilities

Strategies to increase parental involvement

- 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 Science 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.
- The Parent Coordinator and other staff members will regularly attend scheduled parent meeting (ex. PTA) to share information and respond to parent questions and inquiries.
- 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.
- Parent Coordinator will host workshops to involve parents and communities in supportive learning.
- The school will create and distribute a parent handbook that is translated.
- The school will provide student agendas for each student as a communication tool between home and school.
- Parents will be trained on how to use ARIS Parent Link.
- Monthly academy newsletters are prepared to highlight academy happenings
- Student goals are highlighted in each students agenda to inform parents of expectations

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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 June 2013, an additional 10% of 7th grade students and 100% of 8th grade students will participate in a year-long interdisciplinary scientific instruction that fosters environmental awareness as evidenced by curriculum and student culminating tasks/projects.**

Comprehensive needs assessment

Seventh and 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. Our Magnet theme will facilitate the improvement in scientific learning.

Instructional strategies/activities

- 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.
- 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

Actions/Strategies

- 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, SMART boards, 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 SMART boards, 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

Strategies to increase parental involvement

- 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 Science

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.
- The Parent Coordinator and other staff members will regularly attend scheduled parent meeting (ex. PTA) to share information and respond to parent questions and inquiries.
- 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.
- Parent Coordinator will host workshops to involve parents and communities in supportive learning.
- The school will create and distribute a parent handbook that is translated.
- The school will provide student agendas for each student as a communication tool between home and school.
- Parents will be trained on how to use ARIS Parent Link.
- Monthly academy newsletters are prepared to highlight academy happenings
- Student goals are highlighted in each students agenda to inform parents of expectations

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA Title III Grants _____ Other

If other is selected describe here:

Service and program coordination

Our Parent Coordinator maintains regular communication with parents via email and telephone to inform them of school priorities and events. New workshops are developed continuously and invitations are emailed to maintain a balance with Home/School communication.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
<p>ELA</p> <ul style="list-style-type: none"> • Wilson Program • QTEL • Read-About • Title I Reading • Supreme Evaluation • ELL program • Brain-Pop • Renzulli Learning • United Streaming • Kidspiration • SMART technology • Achieve 3000 	<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 • QTEL: Strategies for teaching ELA skills to ELL students. • Read-About: A computer based program from Scholastic that is very vocabulary explicit. This program helps students with their understanding of social studies and science concepts. • Title I Reading: to assess deficiencies. • Modalities: listening, reading, speaking and writing. . • ELL/ELA: Incorporates QTEL strategies for instructional ELA support. • Brain-Pop, Kidspiration, Renzulli Learning, Achieve 3000, 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. • Utilize a variety of SMART Notebook Gallery resources and interactive curriculum pages to reinforce technology based learning in ELA 	<ul style="list-style-type: none"> • Wilson: Small group & one-on-one instruction • QTEL: Small group, whole group, & one-on-one instruction • Read-About: One-on-one and small group instruction. • Title I Reading: small group instruction • Modalities: One-on-one and small group instruction. • ELL/ELA: Small group instruction. • Brain-Pop, Kidspiration, Renzulli Learning, Achieve 3000, and United Streaming: Small group, whole group, & one-on-one instruction • Use of SMART technology provides interactive learning: Small group, whole group, & one-on-one instruction. 	<ul style="list-style-type: none"> • Wilson: Instruction takes place during regular school hours and 50 minutes. • QTEL: Instruction is provided during regular school hours and 50 minutes. • Read-About: Instruction takes place during the day and 50 minutes • Title I Reading: Instruction takes place during the day • Modalities: Instruction takes place during regular school hours and 50 minutes • ELL/ELA: Instruction takes place during after school hours • Brain-Pop, Kidspiration, Renzulli Learning, Achieve 3000, and United Streaming: These resources are online and available for teachers and students throughout the day and

	<ul style="list-style-type: none"> Utilize SMART Response software and handheld wireless remotes to create dynamic, authentic, and quantitative classroom assessments. Utilize SMART Response software to use real time data to advance instruction, and design assessments and questions that contain video, sound and Flash files Achieve 3000: Assesses student reading abilities and provides students with level-appropriate work that is scaffolded in order to move them to the next level. 	<ul style="list-style-type: none"> SMART Notebook Gallery resources and interactive curriculum pages: Small group, whole group, & one-on-one instruction SMART Response software and handheld wireless remotes: Small group, whole group, & one-on-one instruction SMART Response software: Small group, whole group, & one-on-one instruction Achieve 3000: One-on-one and small group instruction 	<p>after school hours</p> <ul style="list-style-type: none"> Utilize a variety of SMART Notebook Gallery resources and interactive curriculum pages to reinforce technology based learning in ELA. These resources are available for teachers and students throughout the day and after school hours Utilize SMART Response software and handheld wireless remotes. These resources are available for teachers and students throughout the day and after school hours Utilize SMART Response software: These resources are available for teachers and students throughout the day and after school hours Achieve 3000: Instruction takes place during regular school hours and 50 minutes
<p>Mathematics</p> <ul style="list-style-type: none"> Understanding Math Plus Supreme Evaluation XP Math ELL Math Brain-Pop Math Forum 	<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. 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. 	<ul style="list-style-type: none"> Understanding Math Plus: One-on-one, small group or whole group instruction XP Math: One-on-one, small group or whole group instruction ELL Math: Small group instruction 	<ul style="list-style-type: none"> Understanding Math Plus: Instruction takes place during the school day or 50 minutes XP Math: Instruction takes place during the school day or 50 minutes ELL Math: Instruction

<ul style="list-style-type: none"> • United Streaming • SMART technology • Geometers Sketchpad • Partnership with CCNY 	<ul style="list-style-type: none"> • ELL Math: Incorporates QTEL strategies for instructional math support. • 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 • Purchase SMART Notebook Math Tools to integrate Geometer's Sketchpad, TI-Smartview, and other SMART Notebook tools into our SMART Board lessons • PD from CCNY partnership regarding how to effectively utilize Geometer's Sketchpad, TI Calculators, and other manipulatives to enhance and differentiate instruction • Utilize a variety of SMART Notebook Gallery resources and interactive curriculum pages to reinforce technology based learning in Math • Utilize SMART Response software and handheld wireless remotes to create dynamic, authentic, and quantitative classroom assessments. • Utilize SMART Response software to use real time data to advance instruction, and design assessments and questions that contain video, sound and Flash files. 	<ul style="list-style-type: none"> • Brain-Pop, Math Forum, Renzulli Learning, and United Streaming: One-on-one, small group or whole group instruction • Use of SMART technology: One-on-one, small group or whole group instruction • SMART Notebook Math Tools: One-on-one, small group or whole group instruction • PD from CCNY partnership: Strategies used for One-on-one, small group or whole group instruction • SMART Response software and handheld wireless: One-on-one, small group or whole group instruction • SMART Response software: One-on-one, small group or whole group instruction 	<p>takes place before and after school hours</p> <ul style="list-style-type: none"> • Brain-Pop, Math Forum, Renzulli Learning, and United Streaming: Instruction takes place during the school day or 50 minutes • Use of SMART technology: Used for instruction that takes place during the school day or 50 minutes • SMART Notebook Math Tools: Used for instruction that takes place during the school day or 50 minutes • PD from CCNY partnership: Strategies used for instruction that takes place during the school day or 50 minutes • SMART Notebook Gallery: Used for instruction that takes place during the school day or 50 minutes • SMART Response software and handheld wireless remotes Used for instruction that takes place during the school day or 50 minutes.
<p>Science</p> <ul style="list-style-type: none"> • Push-in intervention • NASA Explorer School Service • Lego Robotics 	<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 	<ul style="list-style-type: none"> • AIS Services: small groups or on a one-to-one instruction • NASA Explorer School Services: 	<ul style="list-style-type: none"> • AIS Services will be offered to students during the regular day and after school. • NASA Explorer School

<ul style="list-style-type: none"> 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 Achieve 3000 	<p>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</p> <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 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 	<p>Whole group instruction is provided !</p> <ul style="list-style-type: none"> Brain-Pop, Kidspiration, Renzulli Learning, and United Streaming: One-on-one, small group or whole group instruction Use of SMART technology: One-on-one, small group or whole group instruction SMART Notebook Tools: One-on-one, small group or whole group instruction SMART Response software: One-on-one, small group or whole group instruction Achieve 3000: One-on-one and small group instruction 	<p>Services: offered to students during the regular day and after school.</p> <ul style="list-style-type: none"> Brain-Pop, Kidspiration, Renzulli Learning, and United Streaming: Utilized during the regular day and after school. Use of SMART technology: Utilized during the regular day and after school. SMART Notebook Gallery resources: Utilized during the regular day and after school. Utilize SMART Response software: Utilized during the regular day and after school. Achieve 3000: Instruction takes place during regular school hours and 50 minutes
---	--	---	--

	<p>find lesson plans, films, and interactive educational games for students to play</p> <ul style="list-style-type: none"> • Use of SMART technology provides interactive learning • Utilize a variety of SMART Notebook Gallery resources and interactive curriculum pages to reinforce technology based learning in Science • Utilize SMART Response software and handheld wireless remotes to create dynamic, authentic, and quantitative classroom assessments. • Utilize SMART Response software to use real time data to advance instruction, and design assessments and questions that contain video, sound and Flash files. • Achieve 3000: Assesses student reading abilities and provides students with level-appropriate science articles that are scaffolded in order to move them to the next level. • 		
<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 • Brain-Pop • Renzulli Learning • United Streaming • Participants in the "Freedom Writers 	<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 	<ul style="list-style-type: none"> • NASA Explorer School Services:. Whole group instruction is provided continuously • Microsoft Movie Maker:. Small group instruction is provided • Web Quest: Small group instruction is provided • Teaching Matters: Educational Excellence through Technology: Whole group and small group instruction is provided • The Leadership 	<ul style="list-style-type: none"> • NASA Explorer School Services: offered to students during the regular day and after school. • Microsoft Movie Maker: Instruction is provided continuously during the school day • Web Quest: Instruction is provided continuously during the school day • Teaching Matters: Educational Excellence through Technology: Instruction is provided

<p>Essay Contest”</p> <ul style="list-style-type: none"> • Kidspiration • SMART technology • Teacher created Blogs • “Voices in History” • Achieve 3000 	<p>instruction is provided continuously</p> <ul style="list-style-type: none"> • 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 • 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 • Utilize a variety of SMART Notebook Gallery resources and interactive curriculum pages to reinforce technology based learning in Social Studies • Utilize SMART Response software and handheld wireless remotes to create dynamic, authentic, and quantitative 	<p>Program: Whole group instruction is provided</p> <ul style="list-style-type: none"> • Brain-Pop, Kidspiration, Renzulli Learning, and United Streaming: One-on-one, small group or whole group instruction • Freedom Writers Essay Contest: Whole group and small group instruction is provided • Use of SMART technology: One-on-one, small group or whole group instruction • SMART Notebook Tools: One-on-one, small group or whole group instruction • SMART Response software: One-on-one, small group or whole group instruction. • Achieve 3000: One-on-one and small group instruction • 	<p>during the school day</p> <ul style="list-style-type: none"> • The Leadership Program: Instruction is provided during the school day • Brain-Pop, Kidspiration, Renzulli Learning, and United Streaming: Utilized during the regular day and after school. • Use of SMART technology: Utilized during the regular day and after school. • SMART Notebook Gallery resources: Utilized during the regular day and after school. • Utilize SMART Response software: Utilized during the regular day and after school. • Utilize SMART Response software to use real time data to advance instruction, and design assessments and questions that contain video, sound and Flash files. • Achieve 3000: Instruction takes place during regular school hours and 50 minutes •
--	---	--	--

	<p>classroom assessments.</p> <ul style="list-style-type: none"> Utilize SMART Response software to use real time data to advance instruction, and design assessments and questions that contain video, sound and Flash files Achieve 3000: Assesses student reading abilities and provides students with level-appropriate Social Studies articles that are scaffolded in order to move them to the next level. . 		
<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 Customize educational practices for educators Modify academic tasks Design behavior modification systems Decision making and career awareness Collect academic 	<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 (50 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 <ul style="list-style-type: none"> Crisis intervention Help with work Time out Counseling <ul style="list-style-type: none"> Mandated Preventive At-Risk Crisis Follow up on attendance and lateness (407 forms) IEP <ul style="list-style-type: none"> Construct IEP Goals Attend IEP Meetings 	<p>All at-risk services are provided through one-on-one, small group or whole group instruction</p>	<p>All at-risk services are provided during regular school hours and 50 minutes</p>

<p>and behavioral data to meet the needs of individual students</p> <ul style="list-style-type: none"> • Parent workshops on high school applications • Attend IEP meetings • Construct IEP goals 	<ul style="list-style-type: none"> • Referrals <ul style="list-style-type: none"> ○ ACS ○ Parent Contacts ○ Counseling Agencies • Instruct Conflict Resolution and Peer Mediation Strategies <ul style="list-style-type: none"> ○ Identify problems ○ Teach possible problem solving and decision making skills • Academic Intervention Team Member <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ Teach parents how to complete applications ○ Assist parents and students in making high school choices • Teacher Collaboration <ul style="list-style-type: none"> ○ 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 		
--	--	--	--

	<ul style="list-style-type: none"> material) <ul style="list-style-type: none"> ○ 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 (minimize auditory and visual distractions) ● 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>All at-risk services are provided through one-on-one, small group or whole group instruction</p>	<p>All at-risk services are provided during regular school hours and 50 minutes</p>

At-risk Services provided by the Social Worker <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 	All at-risk services are provided through one-on-one, small group or whole group instruction	All at-risk services are provided during regular school hours and 50 minutes
At-risk Health-related Services	<ul style="list-style-type: none"> • Two days a week <ul style="list-style-type: none"> ○ Counseling services ○ Crisis Intervention: individual or small groups 	All at-risk services are provided through one-on-one, small group or whole group instruction	All at-risk services are provided during regular school hours and 50 minutes

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

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 NYC Fellows program to ensure that qualified, licensed math, ELA and Special Education teachers are placed in our school. Our goal is to obtain and maintain teachers who are licensed and teaching appropriately. Our licensed ELA and Math coaches will continue to provide the support and knowledge needed to help our ELA and Math teachers boost student success.

Money has been allocated in our budget to encourage teachers to attend workshops offered by outside services such as NCTM, ELL QTEL, UFT Teacher Center, CFN Network and Achieve 3000. 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. CITE, through Mr. Sanfilippo, provides our parents with regular informational workshops. Math and ELA teachers attend regular meetings with the math and literacy coaches to receive training on best practices in math and ELA and Common Core implementation. Informational Parent Workshops are provided monthly to familiarize parents with the new state standards. In addition, 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)

STEINWAY INTERMEDIATE SCHOOL 141Q
A NASA Explorer School
MAGNET FOR ADVANCED MATHEMATICS, TECHNOLOGY AND ENVIRONMENTAL ENGINEERING
Miranda Pavlou, Principal

The Albert Einstein Academy
Lori Adamo, A.P.

The Jewels Academy
Vanessa Williams, A.P.

The William Shakespeare Academy
Elaine Maroulis, A.P.

PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, **Steinway Intermediate School 141Q**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. **Steinway Intermediate School 141Q's** policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our **Steinway Intermediate School 141Q** community. **Steinway Intermediate School 141Q** will support parents and families of Title I students by:

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

Steinway Intermediate School 141Q's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, **Steinway Intermediate School 141Q** will:

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

Steinway Intermediate School 141Q will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

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

SCHOOL-PARENT COMPACT

Steinway Intermediate School 141Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;

- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

SEPTEMBER 2012 – JUNE 2013

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Ruiz, Jose/ Van No	District 30	Borough Queens	School Number 141
School Name Steinway Intermediate School141			

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

Principal Miranda Pavlou	Assistant Principal L. Adamo
Coach M. Fiordimondo	Coach E. Barresi
ESL Teacher F. Skoutelas, ESL	Guidance Counselor F. Kalabakas, H. Mullahy
Teacher/Subject Area G. Geist, ESL	Parent
Teacher/Subject Area T. Hui, Math	Parent Coordinator C. Quiles
Related Service Provider C. Gallo	Other
Network Leader Debra Van Nostrand	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1151	Total Number of ELLs	65	ELLs as share of total student population (%)	5.65%
------------------------------------	-------------	----------------------	-----------	---	--------------

Part II: ELL Identification Process

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

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

5

Our school uses a structured identification process for ESL students. In order to identify ELLs, upon entrance/registration, a trained ESL certified teacher or pedagogue initiates the registration process and issues a Home Language Identification Survey(HLIS) form to parents in their own language when it is available. Parents and students are interviewed by a certified pedagogue for information that will appear on the HLIS. These pedagogues include:

Fay Skoutelas (ESL teacher/ Greek), George Geist (ESL Teacher), Fotini Kalabakas (Guidance), Heather Mullahy (Guidance), Mathew Demiri (Albanian), Franco Frasca (Italian, Spanish), Caridad Gallo (Spanish), Tak Hui (Cantonese Chinese), Melin Ngo (Cantonese/Mandarin Chinese), Vanessa Williams (AP), Lori Adamo (AP), Elaine Maroulis (AP)

If a parent needs additional language support, our school provides an interpreter through staff and if not available, contacts the Translation and Interpretation Unit, which offers services to help communicate with limited-English-proficient parents and families. They are able to get an over-the-phone interpreter in order to complete the registration process. If a student's home language is other than English, an informal interview is conducted in English and in their native language in the manner described above. Upon determination of its necessity, a formal initial assessment is conducted through the administration of the LAB-R which is given by these two certified teachers.

She then refers all students to one of our two certified ESL teachers to administer the LAB-R within 10 school days. ESL certified teacher will administer the LAB-R no more than 2 modalities in one day. The modalities are speaking, listening, reading and writing. Typically, on day 1, the speaking and listening modalities will be administered, and on Day 2, the reading and writing modalities will be issued to complete the LAB-R administration. The LAB-R is an untimed test. Student will receive as much time as necessary. Upon completion, an ESL certified teacher will hand-score an log the LAB-R results for each modality on each student in an ESL binder used specifically for that purpose. Should students have Spanish as their native language, a Spanish Language Assessment Battery will additionally be administered. The short form of Test B is utilized and includes listening and reading modalities. Then it is hand scored by a certified ESL teacher and logged accordingly with the results of the LAB-R. 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 on the LAB-R are asked to complete a survey for their first program

placement choice.

Upon identifying students as ELLs, placement options are explained to parents in English and their native language.. Two orientations are held in our school hosted by our 2 certified ESL teachers (Fay Skoutelas and Geore Geist), our Lead Teacher ESL Math (Tak Hui) and our Parent Coordinator (Carolyn Quiles) to enable new parents to familiarize themselves with the ESL process and program within 2 weeks of the start of school. For students who enter our school throughout the year, parents are afforded individual orientations by the same note pedagogues in a timely fashion. An orientation video is viewed in the native language of the families to determine the best choice of placement for their children. A question-and-answer session is held with interpreters present. At this time, a lengthy discussion is conducted regarding program choices (Transitional Bilingual Education, Dual Language, Freestanding ESL). Finally, a survey is completed by the parents with their carefully considered decision. At this time, we do not house any bilingual programs as we do not have enough students in any one language group. Therefore, parents who would like their children to attend bilingual programs are informed that their choice has been recorded and that we need 15 students of the same language in order for a bilingual class to be formed. If and when this happens, a class will be created. If parents so chooses, we inform them of area schools that provide these program choices. Presently, 2 parent choices have been documented as requesting a Bilingual Program in Spanish and one in Tagalog. Until then, these students are placed in an ESL Free Standing program. Additionally, we do not have a Dual Language Bilingual Program and no parents have requested this program choice. The trend has been that our parents request a Freestanding ESL Program for their children. We continually monitor the trend of parent selections by reviewing their requests. We offer parents placement for their children in our ESL English Freestanding Program.

Each Spring, the NYSESLAT is given to all ESL students. Prior to administration, reports are generated to ensure that all students entitled to ESL services are accordingly receiving the designated services. All of the necessary reports are generated and analyzed by our certified ESL teacher (George Geist and Fay Skoutelas), our data specialist (Tak Hui) and by our ESL Supervisor/AP (Lori Adamo). These reports include the RBEX (Extension of Services), RELR (Current ELL Report), RYOS (Years of Service for ELLs), RLAT (Exam History and LAB-R Report).

When the NYSESLAT is scheduled, our school adheres to strict test-taking standards. Our ESL Supervisor prepares a schedule for administration to ensure that all ESL students will be administered all 4 components of the NYSESLAT. No more than 2 modalities per day are administered to each student. Students are given ample time for completion. Make-up dates are scheduled to ensure that every student is accounted for as per the reports and NCLB. Upon completion of the NYSESLAT test (all modalities), our ESL teachers and supervisor review the list to once again ensure that each student eligible has completed all 4 modalities of the test.

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. Parents are informed through formal notification that their child will have continued ELL entitlement. Subsequently, students who achieve a proficiency level on the spring NYSESLAT are mainstreamed.

Our 2 certified ESL teachers (G. Geist and F. Skoutelas) are responsible for distributing and ensuring that all Parent Survey and Program Selection forms and Entitlement Letters are returned and placed on file. All Entitlement Letters, distributed in the appropriate languages when available, further require a parents signature to ensure that parents are aware of continued entitlement. F. Skoutelas is responsible for collecting and storing Parent Survey and Program Selection Forms. These are stored in her file cabinet so that it is available to peruse through when necessary. When forms are not returned, phone calls are made to parents with a translator present. Letters are sent home and messages are written in their student agendas. Our Parent coordinator (Carolyn Quiles) will maintain contact with our ESL parents should they need further assistance.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program

Yes

No

If yes, indicate language(s):

Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
-----------------------	------------------------------	--	-------------------------------

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	91	Newcomers (ELLs receiving service 0-3 years)	44	Special Education	27
SIFE	15	ELLs receiving service 4-6 years	23	Long-Term (completed 6 years)	24

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	30	15	8	31		12	30		7	91
Total	30	15	8	31	0	12	30	0	7	91

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	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									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 languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							13	15	11					39
Chinese								1	1					2
Russian														0
Bengali							4	3	4					11
Urdu							1		1					2
Arabic							6	9	8					23
Haitian														0
French								1						1
Korean														0
Punjabi							1	1	1					3
Polish														0
Albanian							1		1					2
Other							4	1	3					8
TOTAL	0	0	0	0	0	0	30	31	30	0	0	0	0	91

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

1. Delivery of Instruction

a. I.S. 141 Q provides for three ESL self-contained, freestanding (100% English) classes for the 6th, 7th and 8th grades. 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 who are seated in a special education class or an inclusion class receive the required instruction in accordance with NCLB CR Part -154 regulations through team-teaching/push-in by certified ESL teachers.

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

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)
- AIS (where directed)
Achieve 3000

Intermediate

- 360 minutes per week (ESL) 2 periods per day
 - Social Studies/Science (using ESL methodologies)
 - Math (using ESL methodologies)
 - Enrichment /Advisory/Technology (using ESL methodologies)
- AIS (where directed)
Achieve 3000

Advanced

- 180 minutes per week (ESL) 1 period per day
 - 180 minutes per week ELA (using ESL methodologies)
 - Social Studies/Science (using ESL methodologies)
 - Math (using ESL methodologies)
 - Enrichment/Advisory/ Technology (using ESL methodologies)
- Achieve 3000

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. In order to ensure that ELLs are appropriately evaluated in their native languages, Spanish speaking students are administered the LAB-

A. Programming and Scheduling Information

R in English and the Spanish Language Battery Assessment short form. In addition, New York State Exams are ordered in their native languages when available. These students have the opportunity to have both languages available to them while testing. According to testing accommodations, students are provided glossaries in their native languages and extended time is assigned.

5.

a. Differentiated instruction is implemented for the ELL subgroup, SIFE, by providing for learning buddies, multiple texts, small group instruction and adjusting questions according to Bloom's taxonomy. SIFE students are initially assessed in content areas and evaluated. Class assignments and homework are then modified to meet their needs and assist them to build confidence through academic success. Programs and strategies such as Achieve 3000 and alternative activities are used. SIFE students are strongly encouraged to attend Saturday and after school programs that include language arts, math, social studies, science and an array of enrichment programs, such as "Lego Robotics" and "Chess Club" so that they can progress to grade level. We also provide small group instruction during the extended day program utilizing 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. Achieve 3000 is a critical component to ELL learning. It is a differentiated reading program where students are tested at the beginning of the program to determine a lexile level and are then assigned nonfiction articles daily that are on the students' individual reading levels.

b. For ELL newcomers who have been in the United States for fewer than three years, methodologies are utilized which emphasize the most basic and effective strategies in intensive English learning, such as Q-Tel strategies. 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 leveled to their ability according to Fontis and Pinnell and small group instruction. Additionally, ESL instruction is aligned to the pacing calendar for the grade appropriate ELA curriculum and the Common Core Learning Standards 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 50 minute instructional program. Audio libraries are essential to ELL instruction for newcomers.

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. Students will be challenged with leveled readers and academic language. The focus of instruction will involve the building of vocabulary through academic language across the curriculum as developed within team planning. We will continue the use of Achieve 3000 to support and motivate ELL learning as highlighted above.

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. Students will be encouraged to explore other avenues to expand their vocabulary. Classroom tested activities will include crossword puzzles, matching columns, word finds, riddles and more. These resources are motivating and target individual and group formats. They will continue to utilize Achieve 3000 to support and motivate learning as highlighted above. These students will also be able to log into The New York Times Replica Edition to further challenge themselves and increase sophisticated language acquisition.

6. 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 receive pull-out or push-in/team teaching services where indicated and appropriate teacher made materials are created and support movement toward individual IEP goals. (These follow NYS standards and Common Core Standards curriculum) Para-professionals congruence with teachers to continue support on a regular basis when appropriate. In addition, strategies for differentiating instruction include readiness grouping, varied rubrics, read-alouds, Achieve 3000 and adjusting questions through the use of Bloom's taxonomy to facilitate high-order critical thinking. Homework assignments are differentiated accordingly. In addition, certified ELL teachers view IEPs on SESIS constantly in order to update instruction accordingly as per newly generated IEPs. Our school does not have ELL-SWDs whose IEP's mandate bilingual instruction.

7. In order to meet the diverse need of ELL-SWDs, a push-in/team teaching approach is utilized. The ELL teacher's schedule allows for the opportunity to push-in to classrooms of students with IEPs to team-teach in order to facilitate classroom instruction and ELL learning without the necessity for the students to miss pivotal instruction.

Courses Taught in Languages Other than English 

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

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			
Math:			
Science:			

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

B. Programming and Scheduling Information--Continued

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

8. 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. Another service that has been found to be successful is the 50 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 Achieve 3000 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. Choice of activities will be offered for students who want to be challenged with ideas for multi-genre pieces, such as journals, book-talks, speeches, literary letters, expository reports and poetry. 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 academic language. They will have the opportunities to create dialogues and recite authentic literature. Our S.S. and Science teachers utilize support strategies to ensure language understanding of concepts and vocabulary. Qtel strategies are incorporated and visuals are utilized throughout the learning process. In addition, Achieve 3000 is utilized to find S.S. and Science articles that these students can comprehend.

9. 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, with emphasis on vocabulary building. 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. Test accommodations with extended time will be implemented for two years upon passing the NYSESLAT as per NCLB.

10. 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. Our literacy coach, who is licensed in ELA, will continue to support the ESL providers with meeting the curricular standards and Common Core Learning Standards for ELA. We have contracted the CITE consulting group to provide further support to our certified ELL teachers. We will investigate other outside support agencies if funding permits. Our ESL teachers are consulting ARIS to further enhance student learning in all content areas. Additionally, ELA baseline and predictive exams are used to measure progress and drive instruction. Data collection and analysis will be a focus of attention to further adjust student grouping and differentiation of class instruction and homework. As mentioned earlier, Achieve 3000 is utilized for differentiation. In addition, much emphasis is being placed on leveling classroom libraries as per Fountas and Pinnell. Teachers will assess the reading levels of their students twice per year in order to monitor the progress being made throughout the school year. Leveled libraries (according to Fountas and Pinnell) allow our students to read independently on their actual reading level, therefore providing multiple resources for student levels. As indicated earlier, The New York Times Replica Edition can be utilized by students to further enhance language acquisition.

11. We have transitioned out of Americas Choice (Ramp-Up) strategies and Great Leaps in favor of more differentiated and individualized choices in instruction. We have found that reading "just-right" books of the students' choices increases engagement and comprehension. Through structure with expected routines and rituals, ELL students have demonstrated a reduction in anxiety. In addition, we will no

longer be using AUSSIE consultants. Instead, a CITE consultant will be hired to bring new and innovative ideas to the forefront.

12. All ELLs are afforded equal access through our Title III school programs. Title III provides small group instruction. Title III programs support all state standards and supplement academic instruction through a variety of activities. ELL students are invited to participate in all after school clubs, such as Chess, Chorus and Robotics through our Magnet Program. Students also attend our AIS 50 minute program to further receive support and tutoring in their academic subjects.

13. 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. SMART Boards are utilized to provide interactive instruction and to engage students visually. We have a one-to-one laptop ratio for our ELL students to access multiple learning programs such as XP Math, Rosetta Stone, Mind Jogger, Brain Pop, Free Rice, The New York Times Replica Edition, Khanacademy.org, United Streaming, Bookshare, Math Forum and many other challenging and fun websites. Our school library website (<http://library.nycenet.edu>) is available for our students to access various databases which provide more resources for research, practice and assessment. Manipulatives are utilized to facilitate the learning process in order to provide a more concrete method of acquiring skills and knowledge within the content areas.

14. To offer native language support, we pair students and buddy them based on native language. Additionally, we provide native language reading materials to engage students in native literary activities. Specific areas have been designated in the classroom libraries with bilingual books, both in Spanish and Arabic, two of the most requested languages. We have dual language glossaries, dictionaries and thesauruses. We encourage newcomers to continue activities in their native languages and accordingly monitor their transition to English. Some of our students utilize electronic hand-held translation modules to facilitate learning.

15. 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 according to Fountas and Pinnell and assorted according to genre for ease of student selection. Students are instructed to use all resources and artifacts in the classroom. Students visit our school library to select books of interest.

16. Newly enrolled ELL students are provided with an orientation and parents are provided with our school's parent handbook in their native languages. These handbooks provide information on materials that will help their children assimilate as incoming ELLs. Parents are encouraged to attend parent workshops and to get to know their parent liaison for any further questions.

17. ELL students who are mainstreamed and receive push-in ELL services may have the opportunity to be offered a language elective in Spanish, which is the only foreign language elective offered at our school.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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. Workshops to implement new methodologies in language acquisition, learning styles, and cultural diversity are planned for professional development. Our assistant principals, common branch, subject area teachers, special education and paraprofessionals attend these workshops on professional development days. Lunch and Learn sessions are also offered by the ESL teachers to further supplement the required minimum of 7.5 hours of ESL training. Our ESL certified teachers provide valuable instructional strategies for ELLs. Additionally, there are content and/or academy meetings that allow for interdisciplinary planning. ESL teachers attend professional development sessions both in and out of our school and turn-key to all staff including special education teachers, guidance counselors, the school psychologist and therapists that work with ELLs. Secretaries and our Parent Coordinator work closely with ESL teachers clarifying all avenues necessary and receive new information pertaining to ELLs. All staff can use the internet to contact ESL teachers with specific questions and suggestions. Specific students are targeted by staff such as ESL, subject areas, Special Ed teachers, paraprofessionals and administrative coordinators and data driven educational plans are designed and monitored weekly on Thursdays during 50 minutes, and during grade, department and academy meetings. Parents also have the opportunity to join the school PTA to further enable them to familiarize themselves with the school their children attend daily. 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/Peer tutoring
- g. Interdisciplinary planning
- h. Achieve 3000
- i. QTEL tools and strategies
- j. Data collection and analysis
- k. Differentiated instruction
- l. Effective use of ARIS
- m. SMART Boards and English Language Learners

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. In addition, our guidance counselors visit local feeder elementary schools to offer support and provide answers to questions regarding the services that are available at our school. As our ELL students prepare to transition to high school, high school representatives visit our schools to discuss choices available to them and specific programs that would be beneficial to their future.

Our guidance counselors are in constant communication with our 2 certified ELL teachers. They provide peer group sessions at lunch time as needed in order to facilitate their transition.

Documentation of PD's that are attended by our staff are documented and stored by our school secretary (Patti Gigantiello). This binder is maintained in our school office.

E. Parental Involvement

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

1. Parental Involvement is planned by the parent coordinator in conjunction with the certified ESL teachers. We offer workshops in such areas as; building positive behavior and self-esteem in children, after-school programs and middle school options, and safety of students in and outside of school. Workshops will also address good practices for ELL students to succeed in school. Additional workshops are scheduled to inform parents how to provide academic assistance and support to their child's learning including homework help, study practices and test-taking.

2. This year we will continue to use Good Will Industries to provide English classes for parents of ELL students. Additionally, computer literacy classes will be offered. Saturday classes will be scheduled for both parents and their children learning English side by side. All instructors are NYS and NYC certified. Our parents are also informed of workshops offered by the local public library and local high schools. Through technology and the use of the computer lab, parents will gain skills in utilizing technology to further language acquisition.

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. Many of 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. In addition, sixth graders are provided with a communication folder that enables parents to be kept apprised of classroom and school functions and procedures. At the beginning of the year, a survey is sent to parents asking for their input on types of workshops that they think would be beneficial for them. Several suggested workshops are highlighted and they are asked to further contribute to this list as well. Our parent coordinator (Carolyn Quiles) conducts workshops based on parents' suggestions and needs received through phone calls, emails etc. School correspondence related to ESL is prepared and distributed. These documents are always translated accordingly.

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, as previously described, are offered to parents to assist with learning the English language and provide immersion into American culture. Various multicultural activities, such as our Multicultural International Food Festival and Multicultural Dance Productions also allow parents to familiarize themselves with the American culture and allows students to showcase their pride in their nationalities

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							0	1	4					5
Intermediate(I)							5	10	11					26
Advanced (A)							8	9	9					26

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	0	13	20	24	0	0	0	0	57

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I							4	1	3				
	A							5	4	13				
	P							21	26	15				
READING/ WRITING	B								1	4				
	I							4	10	11				
	A							8	9	9				
	P							18	11	6				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	7	14	4		25
7	10	17	3		30
8	9	17		1	27
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	2		4		19		3		28
7	2		13		8		7		30
8	3		10		11		4		28
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	15		11		2		1		29
NYSAA Bilingual Spe Ed									0

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

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

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

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

1, 2, 3 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 seem to improve as they advance in proficiency.

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 according to baseline assessment. 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. Technology will be utilized to enhance student skill sets through differentiation and leveled reading. Achieve 3000 will facilitate differentiation and level libraries based on Fountas and Pinnell will allow our students to read independently on their actual reading levels.

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, differentiated exams 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.

4.
 - 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.

Patterns across grades indicate that all students have most difficulty in their written work. ELLs who are in our school system for 3 or more years show growth in their writing ability. Beginning ELLs are generally able to communicate in a non-academic fashion. Their academic skills strictly depend on literacy in their native language. Intermediate ELLs perform better in reading as opposed to writing. Intermediate ELLs show continued improvement in speaking and listening skills. Advanced students continue to need support for their writing and use

of language.

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. Scaffolding techniques are used in order to ensure that ELL students grasp the material presented across the curriculum according to NYS and CCLS. Weekly departmental meetings allow for analysis and planning of instruction in order to improve results. In addition, best practices are shared amongst colleagues through the viewing of student work at all levels in order to perfect teaching strategies. 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. Our school administration ensures that ELLs are supported by conducting frequent walk-throughs and conferences with both teachers and students. They research and acquire tools that facilitate language acquisition. When they attend principals/ assistant principals conferences, they turn-key newfound practices to the staff during faculty conferences, lunch and learns, and our afterschool 50 minute sessions.

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 exam that is constructed by our literacy coach (Elisa Barresi), assistant principal (Elaine Maroulis) and ESL coordinator (Lori Adamo). In addition, a baseline and ITA assessments are used. Using the Fountas and Pinnell Assessment system, teachers assess the reading levels of their students twice per year in order to monitor the progress that is being made throughout the school year. Strengths and weaknesses are analyzed and differentiation and scaffolding strategies are implemented. Our instructional plan includes assistance in building vocabulary through Q-tel strategies, previously learned AUSSIE strategies, Teachers College and America's Choice. A CITE provider has been contracted to work with our teachers to build upon these already proven strategies which will further enhance teacher practices leading to improved student learning.

c. The school is learning that because ELLs come from many cultures, learning styles must be addressed. In the beginning, much emphasis is placed on eliminating school anxiety, allowing for students to build self-esteem. The periodic assessment prompts the methods and specific points that need the most focus. Native language is used by providing age-appropriate literature in both languages through our bilingual libraries stationed in the classrooms. In addition, bilingual glossaries and dictionaries are provided to support the acquisition of language. Furthermore students will be paired with a peer who speaks the same language and can clarify misunderstandings.

5. We do not have a dual language program in our school as of this school year, but will continue to monitor and log parent choice according to the survey provided upon entitlement as per the LAB-R according to NCLB.

6. 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 30% 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.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Steinway I.S. 141**School DBN: 30Q141****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Miranda Pavlou	Principal		1/10/13
Lori Adamo	Assistant Principal		1/10/13
Carolyn Quiles	Parent Coordinator		1/10/13
Faye Skoutelas George Geist	ESL Teacher		1/10/13
	Parent		1/10/13
Tak Hui/ Math	Teacher/Subject Area		1/10/13
	Teacher/Subject Area		1/10/13
Elisa Barresi	Coach		1/10/13
Maria Fiordimondo	Coach		1/10/13
H. Mullahy F. Kalabakas	Guidance Counselor		1/10/13
Debra Van Nostrand	Network Leader		1/10/13
C. Gallo C. Novilla	Other <u>Related Services</u>		1/10/13
E. Lambos	Other <u>Related Services</u>		1/10/13
Miranda Pavlou	Other <u>Principal</u>		1/10/13
Lori Adamo	Other <u>Assistant Principal</u>		1/10/13

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q141 School Name: Steinway Intermediate School 141

Cluster: 6 Network: 609

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 1/15/13 our school community is comprised of: 517 households preferring to communicate in English, 263 households preferring Spanish, 104 households preferring Bengali, 33 households preferring Greek, 24 preferring Punjabi, 19 preferring Urdu, 22 preferring Albanian, and 71 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 (RHLLA). 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) 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.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: IS141Q	DBN: 30Q141
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

In an effort to improve ELL performance, Steinway 141 will be offering an afterschool program for 6th, 7th and 8th grade ELL students to target specific needs. The program will support all state standards and supplement academic instruction and English language acquisition through a variety of activities in the English language. The program will run on Thursdays from 2:25 until 3:55 by 2 teachers certified in ELA, Math and ESL beginning January 2013 through May 2013. Approximately 30 students will be attending, where they will rotate every 45 minutes between the ELA and ELL classrooms each session. Supplemental materials will include workbooks, manipulatives, computer software programs etc. Content area teachers and classroom ELL teachers will collaborate during common planning periods throughout the week to discuss and assess weaknesses so that the after school teacher will be able to target these needs and create a plan for afterschool instruction.

Title III funds will be used to enhance our ELL programs. This will enable us to be better aligned to the needs of students in targeted subgroups so that skills acquisition and student academic progress can be accelerated, while infusing the new National Common Core Learning Standards, with a focus on academic language acquisition.

Teachers will provide supplemental instruction aligned with the CCLS content and performance standards. Instruction will focus on literacy, fluency, and reading comprehension using strategies and methodologies to help students achieve higher scores on the NYS ELA State assessments

NYSESLAT: 2011/2012 results

Listening/Speaking:

Grade 6:	Intermediate: 18%	Advanced: 15%	Proficient: 67%
----------	-------------------	---------------	-----------------

Grade 7 & 8:	Intermediate: 6%	Advanced: 27%	Proficient: 67%
--------------	------------------	---------------	-----------------

Reading/Writing:

Grade 6:	Intermediate: 18%	Advanced: 24%	Proficient: 58%
----------	-------------------	---------------	-----------------

Grade 7 & 8:	Intermediate: 35%	Advanced: 30%	Proficient: 27%
--------------	-------------------	---------------	-----------------

??

Part B: Direct Instruction Supplemental Program Information

??

?????

Part C: Professional Development

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

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

Begin description here:

Workshops to implement new methodologies in language acquisition, learning styles, and cultural diversity are planned for professional development. Our assistant principals, common branch, subject area teachers, special education and paraprofessionals attend these workshops on professional development days. Lunch and Learn sessions are also offered by the ESL teachers to further supplement the required minimum of 7.5 hours of ESL training. Our ESL certified teachers provide valuable instructional strategies for ELLs. Additionally, there are content and/or academy meetings that allow for interdisciplinary planning. ESL teachers attend professional development sessions both in and out of our school and turn-key to all staff including special education teachers, guidance counselors, the school psychologist and therapists that work with ELLs. Secretaries and our Parent Coordinator work closely with ESL teachers clarifying all avenues necessary and receive new information pertaining to ELLs. All staff can use the internet to contact ESL teachers with specific questions and suggestions. Specific students are targetted by staff such as ESL, subject areas, Special Ed teachers, paraprofessionals and administrative coordinators and data driven educational plans are designed and monitored weekly on Wednesdays during 50 minute inquiry sessions, and during grade, departmental and academy meetings.

Professional deveolpment opportunities will be provided to teachers throughout the year by various presenters/providers:

> CFN 609: Margarita Gonzalez (Special Education and ELL Acheivement Coach); Dates to be determined

- * Incorporating Academic language in all content areas
- * The inquiry process: Analyzing student work to drive instruction

Part C: Professional Development

> ELL Certified Teachers: George Geist and Faye Skoutelas; Lunch and Learns scheduled throughout the School Year

- * Word Play with ELLs
- * Gradation of word meanings through paint chip activities
- * Close reading of text with ELL strategies
- * Content-Area Variations of academic language
- * Language for academic reading
- * Language for academic writing

> ELL Supervisor: Lori Adamo; April 2013

- * What is the NYSESLAT?

> ELA Literacy Coach: Elisa Barresi: Scheduled weekly grade meetings on Mondays and Wednesdays with Faye Skoutelas and Wednesdays and Fridays with George Geist.

- * Content Area Training: infusing CCLS standards
- * Danielson Frameworks

> Tak Hui: ELL certified Math teacher/ Data Analyst; Ongoing professional development

- * Effective use of ARIS
- * SmartBoards and the English Language Learners
- * Incorporating technology in the ELL classroom
- * Data collection and analysis

> Achieve 3000; September 4 and November 28

- * Implementing Achieve 3000 in the ELL classroom

Part C: Professional Development

- * Analyzing data in reports

> CITE: (Center for Integrated Technology); Dates to be determined..

- * Building academic language in content areas
- * Scaffolding used by content area experts in ELA, Math, Social Studies and Science
- * Designing effective assessments for the ELLS

Documentation of PD's that are attended by our staff are documented and stored by our school secretary (Patti Gigantiello). This binder is maintained in our school office.

Part D: Parental Engagement Activities

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

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

Begin description here:

Parental Involvement is planned by the parent coordinator in conjunction with the certified ESL teachers. Our parent coordinator (Carolyn Quiles) conducts workshops based on parents' suggestions and needs received through phone calls (school messenger), emails etc. School correspondence related to ESL is prepared and distributed. All written notices are translated in their preferred language. Furthermore, our Parent Coordinator calls parents of ELL students to inform them of upcoming events.

Other parental involvement include activities which 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, as previously described, are offered to parents to assist with learning the English language and provide immersion into American culture. Various multicultural activities, such as our Multicultural International Food Festival and Multicultural Dance Productions also allow parents to familiarize themselves with the American culture and allows students to showcase their pride in their nationalities.

Various workshops include:

> Parent Nutrition Workshops with Cornell University NYC; Duration: Every Tuesday for 8 weeks

Part D: Parental Engagement Activities

beginning November 20th from 8:30 - 10:00 AM

- > Family Engagement Series with EPIC for Children; Dates to be determined
- > The Office of English Language Learners; Duration: October 11, 2012 from 4:00 - 7:00 PM
 - * Everything You Want to Know in One Evening: Information Session for Parents of ELLs
- > School Sponsored ELL workshops: Various Wednesdays throughout the school year
 - * ESL for Parents
 - * Beginning computers
 - * The Art of Writing
 - * How to Assist your child with homework
 - * Conversational English
 - * Study practices and test-taking strategies
 - * Fitting in while maintaining one's identity
 - * Tips for promoting English speaking at home
- > Beacon Goodwill Industries: Duration: Ongoing throughout the school year
 - * Computer classes
 - * Language acquisition
 - * English 101

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. 		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		