



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: STEINWAY INTERMEDIATE SCHOOL 141Q

DBN (i.e. 01M001): 30Q141

Principal: MIRANDA PAVLOU

Principal Email: MPAVLOU@SCHOOLS.NYC.GOV

Superintendent: DR. PHILIP COMPOSTO

Network Leader: MICHAEL DANTONA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

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	
Angie Boudis	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

An additional 5% of English Language Learners will increase their ELA performance as measured by an increase in the percentage of students meeting proficient levels on the New York State ELA Exam, SchoolNet, DY0/Local Assessments and/or classroom assessments by June 2014.

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.

Based on analysis of the 2013 ELA results, an additional 5% of English Language Learners will increase their ELA performance as measured by an increase in the percentage of students meeting proficient levels on the New York State ELA Exam

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. A CITE staff developer was hired to support teachers of ELLs to build classroom strategies and teacher pedagogy.
2. Professional development provided to ELA, ELL and special education teachers focused on using data to address student needs and academic rigor
3. Individualized instruction utilizing Achieve 3000
4. Analyzing student data at teacher team/ Inquiry meetings (Pre/Post unit tasks, Baseline Assessments, Predictive Assessments, teacher created exams etc.

B. Key personnel and other resources used to implement each strategy/activity

1. ESL teachers, Literacy Coach, CITE staff developer, Principal/Assistant Principals,
2. ESL teachers, ELA teachers, Literacy Coach, Principal/Assistant Principals, Network leaders and support staff, CITE staff developer
3. ESL teachers, Data Specialist, ELL students, Literacy Coach,
4. ESL teachers, ELA teachers, Literacy Coach, Principal/Assistant Principals, data specialist

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Informal observations by Assistant Principals with effective feedback provided Informal observations by Assistant Principals with effective feedback provided
2. Informal observations by Assistant Principals with effective feedback provided and PDs scheduled according to student needs
3. Ongoing analysis of Achieve3000 student data and making adjustments accordingly
4. Data specialist meets with teachers once a month to provide instructional support to analyze student data in order to target areas in need of improvement.

D. Timeline for implementation and completion including start and end dates

- 1 September 2013 – June 2014 (1 x per week)
- 2 September 2013 – June 2014 (Wednesday during 50 minute session, Weekly teacher team meetings, monthly grade/faculty meetings, Network meetings as scheduled)
- 3 Ongoing analysis of Achieve3000 student data and making adjustments accordingly
- 4 Data analysis of September Baseline Assessments, November Benchmark Assessments, Midterm Assessments, Achieve 3000 Baseline, Mid-Year, and End-Year Lexile Assessments, ongoing Mid and Post Unit Task Assessments

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. PD will take place during planning prep period on Mondays. Title III money is used to fund this.
2. Common planning period 1 x per week
3. Achieve 3000 used daily

4. Common planning period 1 x per week built into schedule

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).

See Goal # 3

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	X	Title III	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Federal Magnet 04, Conceptual Consolidation

Goal and Action Plan #2

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

Annual Goal #2

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

An additional 5% of students with disabilities will increase their ELA performance as measured by an increase in the percentage of students meeting proficient levels on the New York State ELA Exam, SchoolNet,, DY0 Assessments and/or classroom assessments by June 2014.

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.

Based on analysis of the 2013 ELA results, an additional 5% of SWDs will increase their ELA performance as measured by an increase in the percentage of students meeting proficient levels on the New York State ELA Exam.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

- 1 Support through coaching, class inter-visitations and grade level planning sessions to help raise the standards and levels of instruction
- 2 Professional development provided to ELA, ELL and special education teachers focused on using data to address student needs and academic rigor
- 3 Individualized instruction utilizing Achieve 3000
- 4 Analyzing student data at teacher team/ Inquiry meetings (Pre/Post unit tasks, Baseline Assessments, Predictive Assessments, teacher created exams etc.

2. Key personnel and other resources used to implement each strategy/activity

1. Special Education teachers, Literacy Coach, Principal/Assistant Principals,
2. Special Education teachers, ELA teachers, Literacy Coach, Principal/Assistant Principals, Network leaders and support staff,
3. Special Education teachers, Data Specialist, ELL students, Literacy Coach,
4. Special Education teachers, ELA teachers, Literacy Coach, Principal/Assistant Principals, data specialist

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Informal observations by Assistant Principals with effective feedback provided Informal observations by Assistant Principals with effective feedback provided
2. Informal observations by Assistant Principals with effective feedback provided and PDs scheduled according to student needs
3. Ongoing analysis of Achieve3000 student data and making adjustments accordingly
4. Data specialist meets with teachers once a month to provide instructional support to analyze student data in order to target areas in need of improvement.

4. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014
2. September 2013 – June 2014 (Wednesday during 50 minute session, Weekly teacher team meetings, monthly grade/faculty meetings, Network meetings as scheduled)
3. Ongoing analysis of Achieve3000 student data and making adjustments accordingly
4. Data analysis of September Baseline Assessments, November Benchmark Assessments, Midterm Assessments, Achieve 3000 Baseline, Mid-Year, and End-Year Lexile Assessments, ongoing Mid and Post Unit Task Assessments

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Ongoing
2. Common planning period 1 x per week
3. Achieve 3000 used daily
4. Common planning period 1 x per week built into schedule

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).

See Goal #3

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	X	Title III	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Federal Magnet 04, Conceptual Consolidation

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, parent participation will improve by 10% as measured by attendance recorded during yearlong workshops and family events.

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.

- 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

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. PC will host parent workshops
2. Sponsor subject-specific meetings to inform parents of yearly expectations
 - 3 Prepare monthly academy newsletters to highlight academy happenings
 - 4 Sponsor quarterly grade focused meetings

2. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Parent Coordinator 2. PC, Principal, Assistant Principals, Literacy Coach, Math Coach 3. Assisitant Principals, teachers 4. Principal, Assistant Principals, teachers
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Parent sign-in sheets, parent feed-back 2. Analysis of student performance, 3. Parent feed-back 4. Analysis of over-all student performance, student report cards, interim reports, class exam scores
4. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. September 2013 – June 2014 (ongoing) 2. September 2014 3. September 2014 – June 2013 (1x per month) 4. September 2014 – June 2013 (1x per quarter)
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. Flyers and emails will be distributed to inform parents of these events 2. Flyers and emails will be distributed to inform parents of these events (held both during the day and the evening) 3. Copies will be made and sent home with children 4. Flyers and emails will be distributed to inform parents of these events (held both during the day and the evening)

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).
See above

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Federal Magnet 04, Conceptual Consolidation											

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2104 an additional 10% of 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

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.

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

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Ongoing professional development provided to Science teachers focused on using data to address students needs and academic rigor.
2. Analyzing student data at teacher team/ Inquiry meetings (Pre/Post unit tasks, Baseline Assessments, Predictive Assessments, teacher created exams etc.
3. Schedule classroom visits to our state-of-the-art science laboratory where hands-on experiments are performed
4. Expose students to scientific exploration by visiting laboratories and soil and aquatic testing facilities

5. Key personnel and other resources used to implement each strategy/activity

1. Science teachers, Assistan principals, Network Leaders and Support Staff
2. Science teachers, Assistan principals, data specialist
3. Science teachers, Assistan principals, school programmer
4. Science teachers, Federal Magnet Money earmarked to support science instruction

6. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Informal observations by Assistant Principals with effective feedback provided and PDs scheduled according to student needs
2. Data specialist meets with teachers once a month to provide instructional support to analyze student data in order to target areas in need of improvement
3. Informal observations by Assistant Principals with effective feedback provided Informal observations by Assistant Principals with effective feedback provided
4. Informal observations by Assistant Principals with effective feedback provided Informal observations by Assistant Principals with effective feedback provided

7. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014 (ongoing)
2. Data analysis of September Baseline Assessments, November Benchmark Assessments, Midterm Assessments, Achieve 3000 Baseline, Mid-Year, and End-Year Lexile Assessments, ongoing Mid and Post Unit Task Assessments
3. September 2013 – June 2014 (1x per week)
4. September 2013 – June 2014 (ongoing)

8. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Federal Magnet Money (Year 4)
2. Ongoing. Meetings take place 1x per week
3. Built into regular teacher and student schedules 1x per week
4. Trips will be scheduled according to availability. Federal Magent Money (Year 4) will fund these trips

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).

Parents will be invited to be chaperones on school sponsored science trips when necessary.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA	XX	Title III		Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Federal Magnet 04, Conceptual Consolidation											

Goal and Action Plan #5

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.

By June 2014, administrator will conduct 4-6 formative observations (based upon option 1 or 2) for 100% of teachers, using the Danielson Framework and provide effective feedback for teacher growth as evidenced by 97% of teachers showing improvement across the observation reports.

Comprehensive Needs Assessment

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

After reviewing the NYC citywide expectations, we identified the continued need to increase the number of formal/informal and walkthrough observations. We have identified component 1E and 3B from Charlotte Danielson's framework to improve teacher pedagogy.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Teachers self-assess on various components of the Danielson rubric.
2. School leaders will set up and follow a schedule for walkthroughs.
3. Professional development and resources will be provided as a means of strengthening pedagogy based on Danielson feedback
4. Intervisitations will be scheduled to determine effective practices

5. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assisitant Principals, teachers, support staff
2. Principal, Assisitant Principals
3. Math and Literacy Coaches, Principal/Assistant Principals, Network leaders and support staff,
4. Principal, Assisitant Principals, teachers

6. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Reflection on teacher practices and engagement in professional conversations. Professional instructional materials to support CCLS curriculum development during the regular school day
2. Informal observations by Assistant Principals with effective feedback provided Informal observations by Assistant Principals with effective feedback provided
3. Informal observations by Assistant Principals with effective feedback provided and PDs scheduled according to professional needs
4. Informal observations by Assistant Principals with effective feedback provided Informal observations by Assistant Principals with effective feedback provided

7. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014 (ongoing)
2. September 2013 – June 2014 (ongoing)
3. September 2013 – June 2014 (Wednesday during 50 minute session, Weekly teacher team meetings, monthly grade/faculty meetings, Network meetings as scheduled)
4. September 2013 – June 2014 (ongoing)

8. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Professional instructional materials to support CCLS curriculum development during the regular school day
2. Scheduling to allow meetings with APs and/or Principal
3. Professional instructional materials to support CCLS curriculum development during the regular school day
4. Scheduling to allow teachers to view and critique lessons. Scheduling to allow for feedback and professional conversations

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).

N/A

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Federal Magnet 04, Conceptual Consolidation

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<p>ELA</p>	<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 • 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"> • 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. • 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 	<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 after school hours • 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

	<ul style="list-style-type: none"> • 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. 		<p>teachers and students throughout the day and after school hours</p> <ul style="list-style-type: none"> • 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"> • Think Through 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. • 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. • 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 	<ul style="list-style-type: none"> • Think Through Math: 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 • Brain-Pop, Math Forum, Think Through Math, 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 	<ul style="list-style-type: none"> • Think Through Math: 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 takes place before and after school hours • Brain-Pop, Math Forum, Think Through Math, 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

	<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. 		<p>that takes place during the school day or 50 minutes.</p>
<p>Science</p>	<ul style="list-style-type: none"> AIS Services will be offered to students during the regular day and after school. Students will be able to work on exit projects and prepare for both manipulative and objective science exams. We will continue to utilize a push in model by science teachers during professional periods to work with small groups or on a one-to-one basis for struggling students. All students will follow the same curriculum. Hands-on lab activities, exit projects and science fair projects will be produced NASA Explorer School Services: As a NASA Explorer school, we have been provided the opportunity to use the Explorerschools.nasa.gov website. This website provides students, parents, administrators and teachers with internet driven research sites. This site integrates NASA resources into our school's curriculum. Students receive power point training and attend workshops provided by NASA astronauts, scientists and Aeronautics Educational Specialists to enhance their scientific awareness. Students also travel to NASA's Goddard Space Center, where they receive hands-on training on various STEM-G (Science/Technology/Engineering/Mathematics and Geography) workshops. Whole group instruction is provided continuously Partnership with the City Parks Foundation and the Astoria/LIC Catalyst Project of Partnership for Parks: This program increases students' ability to apply technology and science skills in meaningful ways. Whole group and small group instruction is provided during the school day during the period from October – December, three times per week, as 	<ul style="list-style-type: none"> AIS Services: small groups or on a one-to-one instruction NASA Explorer School Services: Whole group instruction is provided ! 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 	<ul style="list-style-type: none"> AIS Services will be offered to students during the regular day and after school. NASA Explorer School Services: offered to students during the regular day and after school. Brain-Pop, Kidspiration, 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>scheduled.</p> <ul style="list-style-type: none"> • The HP team introduces new interactive technology into our classrooms, such as Gizmos, to enhance student learning • Brain-Pop, Kidspiration, Renzulli Learning, and United Streaming: These resources are online and available for teachers to find lesson plans, films, and interactive educational games for students to play • Use of SMART technology provides interactive learning • 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: 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 Program: Whole group instruction is provided 	<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 during the school day

	<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, 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 classroom assessments. • Utilize SMART Response software to use real time data to advance instruction, and 	<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 • 	<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
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	<p>design assessments and questions that contain video, sound and Flash files</p> <ul style="list-style-type: none"> • 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><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<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 • 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 	<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 decision making skills</p> <ul style="list-style-type: none"> • 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 material) ○ Help educators determine and foster a student's learning style ○ Help educators design a behavior modification system or behavioral program to improve learning (progress cards, nonverbal cues, proximity control, rewarding accomplishments, define limits, teach organizational skills, and create a structured, predictable 		
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	<ul style="list-style-type: none">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● Two days a week by others:<ul style="list-style-type: none">○ Counseling services○ Crisis Intervention: individual or small groups		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

A. All elements of the *All Title I Schools* section must be completed*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>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 609 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.</p> <p>Finally, we guide our staff to the various opportunities available to them from the Office of Professional Development which include:</p> <ul style="list-style-type: none"> • 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)

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Tax Levy, Title I, and Federal Grant Magnet money will be used to support our needs.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

N/A

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Establish professional learning communities to allow teachers the opportunity to select, analyze, adapt and create a wide range of pertinent instructional materials, resources and assessments to extend students' understanding, making these resources available to all and also reflecting diversity beyond the classroom.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

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.

2013 -2014 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;

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The Jewels Academy
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The William Shakespeare Academy
Elaine Maroulis, A.P.

2013- 2014 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the 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.

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 30	Borough Queens	School Number 141
School Name Steinway Intermediate School 141		

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

Principal Miranda Pavlou	Assistant Principal Lori Adamo
Coach M. Fiordimondo	Coach Elisa Barresi
ESL Teacher G. Geist, ESL	Guidance Counselor F. Kalabakas, H. Mullahy
Teacher/Subject Area A. Grosso, ESL	Parent Eve Avramovic
Teacher/Subject Area T. Hui/Math	Parent Coordinator S. Catechis
Related Service Provider C. Gallo	Other
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1210	Total number of ELLs	161	ELLs as share of total student population (%)	13.31%
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Part II: 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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained							1	1	1					3
Pull-out									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	161	Newcomers (ELLs receiving service 0-3 years)	69	ELL Students with Disabilities	41
SIFE	11	ELLs receiving service 4-6 years	60	Long-Term (completed 6+ years)	32

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	69	11	5	60		20	32		16	161
Total	69	11	5	60	0	20	32	0	16	161

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							28	22	24					74
Chinese									1					1
Russian														0
Bengali							2	8	6					16
Urdu							1	3						4
Arabic							11	8	13					32
Haitian														0
French									1					1
Korean														0
Punjabi							1	2	1					4
Polish														0
Albanian							1	2	1					4
Other							12	8	5					25
TOTAL	0	0	0	0	0	0	56	53	52	0	0	0	0	161

Part III: Assessment Analysis

Assessment Breakdown

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

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)							1		1					2

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							1	2	4					7
Advanced (A)							18	10	12					40
Total	0	0	0	0	0	0	20	12	17	0	0	0	0	49

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	19	6	1	1	27
7	9	4	1		14
8	18	1			19
NYSAA Bilingual (SWD)					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	13		10		4		1		28
7	4		12		1				17
8	12		7		2				21
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	6		10		4				20
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Baseline Exams, Fountas and Pinnell running records, and Achieve 3000. The data provides insight into a child's lexile level and allows the school to understand what their literacy abilities are. This helps in selection of curriculum text and independent reading texts. This will help the school modify and differentiate instruction, especially in our content area classrooms.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data reveals that most students fall into the high intermediate to advanced proficiency levels. Specifically speaking, 40 out of our 49 students fall into the aforementioned category. It also reveals that students are struggling with reading and writing as well.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

As of November 15, 2013, the 2013 NYSESLAT combined modality sets analysis (RNMR) is not available. Instructional decisions will be implemented for individual student needs while assessing patterns across data gathered from baseline and benchmark assessments. 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.

4. For each program, answer the following:
 - a. 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?

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 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. 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. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
6. How do you make sure that a child's second language development is considered in instructional decisions?
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.
7. 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?

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.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of our school's ELL programs is measured by our students' rise in levels on baseline exams, 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. Students with proficient scores on the NYSESLAT receive transitional services and are given ELL testing accommodations for two years after scoring "Proficient" on the NYSESLAT.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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:

Alex Grosso (ESL teacher), 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 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 and 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 will not receive ESL services. Students who score below the passing percentile are entitled to services according to the NCLB Act.

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.

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 (Alex Grosso and Geore Geist), our Lead Teacher ESL Math (Tak Hui) and our Parent Coordinator (S. Catechis) 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 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 choose, 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.

Our 2 certified ESL teachers (G. Geist and A. Grosso) 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 parent's signature to ensure that parents are aware of continued entitlement.

George Geist 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 agendan books. Our Parent coordinator (S. Catechis) will maintain contact with our ESL parents should they need further assistance.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

The school sends home entitlement letters via the mail and with the children. Then the Parent Surveys are stored in a binder with our two ESL teachers. The Program Selection forms are also returned and put into the same binder. The tradition after showing the ESL video on the DOE website is that parents tend to stick with our school's free-standing ESL program. Those students for whom a parent survey/program selection form are not returned are added to the list of students who will make up the 15 future TBE program, as per the ASPIRA consent decree.

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.

LAB-Rs are administered by our two ESL teachers. Once it is decided that the students are entitled to services the ELPC screen is updated immediately, and their parents are consulted. Parental consultations include a meeting with one of our ESL teachers, who shows the parent a video about the various programs that NYC has to offer. The parent has the choice to decide which program he/she would like the child to attend. Then the ESL teacher fills out the appropriate section of the survey to determine whether the parent selected bilingual or ESL instruction. If the bilingual program is selected then students are placed in the ESL program immediately, while parents are counseled on finding alternate placement locations in other schools. If parents select an ESL program then they will begin receiving ESL services immediately. Placement letters (in the parent's native language when available) are sent to parents via mail and copies are hand-delivered by students. Students sign for placement letters and are asked to retrieve parent signatures. Placement letters are stored in the ESL binder. Continued Entitlement (in the parent's native language when available) letters are distributed annually to students who did not score Proficient on the previous year's NYSESLAT. Records for distribution of letters are sent via mail and copies are hand-delivered by students and are maintained in the ESL binder. Information for all school activities or information related to placement or services is provided to parents in their native languages when available. Most school documents are translated into Spanish and other language translation are utilized when appropriate.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Each Spring, the NYSESLAT is given to all ESL students. A master list of ESL students is maintained throughout the year and is cross-referenced to ATS and ARIS constantly to ensure that all ESL students in free-standing ESL classes and Special Education class are listed. Additional necessary reports are generated and analyzed by our certified 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. Students with disabilities receive IEP accommodations (when appropriate) in addition to their ELL testing accommodations. No more than one modality per day is 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.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  After reviewing the Parent Survey and Program Selection forms for the past two years, the trend is for parents to choose a free-standing ESL program for their children. Presently, 2 parent choices have been documented as requesting a Bilingual Program in

Spanish and one in Tagalog. Given that only three parents have elected Bilingual Program choice, our current program model is aligned to the vast majority of parent program choice. At this time, there is no need to realign programs to parent choice as the current program is aligned. We will continue to monitor the trend of parent selections by reviewing their requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

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/pull-out 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 and pull-out to accommodate Special Education students who are mandated to receive ESL services as per IEPs and BESIS.
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)?

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. 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 foster language development and meet the demands of the Common Core Learning Standards.

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

4. In order to ensure that ELLs are appropriately evaluated in their native languages, Spanish speaking students are administered the LAB-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. All ESL classrooms have libraries which contain NL books for student selection, and our school's library does, as well. Our ESL teacher, Mr. Geist, speaks multiple languages and continues to study to learn more languages in order to converse with students in their native languages and assess understanding and answer questions. Students are often paired with native speakers of the same language to offer language support; students converse about content topics and paraphrase in their native languages and again in English in order to check for understanding.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Reading and writing modalities are assessed constantly via baseline and benchmark assessments which are aligned to the Common Core. Programs such as Achieve 3000 and News ELA are utilized to measure growth in the reading, writing and listening modalities. All activities in these programs are provide individualized skill instruction for students. Additionally, listening activities which require student responses in both recall (for understanding) and analytical analysis are conducted. Speaking is integrated throughout the school day in all subject areas. Teachers conference with students to assess speaking skills; additionally, teachers keep assessment records in the form of running records for classroom conversation in small group and pair activities. Team and department meetings are held to discuss targeted student skills in specific modalities and lessons are aligned across the curriculum to support the changing needs of our ELLs. Student oral presentations are utilized in Science and debate forums are utilized in Social Studies to assist students with strengthening oral language acquisition.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6.

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 "Sidewalk Literary Magazine" 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.

7. 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?

In order to meet the diverse need of ELL-SWDs, a push-in/team teaching approach is utilized. Instruction for ELLs is co-planned by the ESL, ELA and Special Education teachers ELA teachers at weekly planning meetings with the literacy coach. Unit plans and individual lessons are designed by the grade team to provide multiple entry points for learning to students at varying ability levels and with challenges both with language and learning. Strategies such as Power Paragraphing, A-N-T and F.E.T.C.H are utilized across the content areas in order to assist ELLs with writing and comprehension. Tasks and rubrics are examined for fairness and alignment to the Common Core. Vocabulary is pre-screened for ELL-SWD students with special attention to prefixes, roots and suffixes.

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

Students with disabilities are programmed flexibly based on their IEP program recommendations and the required number of minutes of ESL instruction based on their NYSESLAT proficiency scores. In addition, the certified ESL teachers team-teach, pull-out and parallel teach during extended day to accommodate Special Education students who are mandated to receive ESL services as per IEPs and BESIS. All instruction in English/ESL is co-planned with ESL and ELA teachers at weekly team meetings with the literacy coach. Instruction is aligned to the Common Core curriculum and IEP goals for individual students.

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

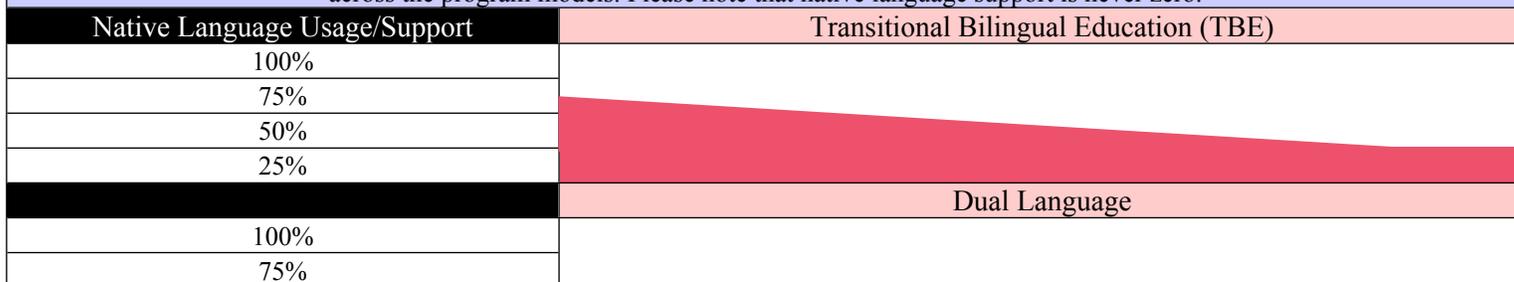
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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

9. 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.

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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our program is very thorough and comprehensive in meeting the needs of our ELLs. We are testing 30 percent proficient on a consistent basis and we are slowly improving on the state exams. We are also meeting our AYP for ELLs yearly. All teachers are aware that they are teachers of ELLs and former ELLs and that language acquisition and development continue on long after students score Proficient on the NYSESLAT. Teacher teams meet to discuss and target students who are former ELLs in order to assist those students with meeting a minimum of 5% growth in state exams. Continued ELL strategies are implemented across the content areas. Our literacy coach works with members of all content area departments to embed ELL strategies into instruction.

11. What new programs or improvements will be considered for the upcoming school year?

Our school has adopted Expeditionary Learning for the 2013 - 2014 school year. Immersion in this ELA curriculum promises to provide the necessary rigor and scaffolds necessary to support our ELLs. Another new program we have implemented this year is News ELA in order to assist ELLs with strengthening language acquisition modalities. Additionally, we have paralleled our extended day program to provide an ESL and an ELA teacher simultaneously for small group instruction to ELL students. 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 continued 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 classroom libraries (according to Fountas and Pinnell) have been replenished and the wider selection of books allows 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.

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

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.

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

All ELLs are afforded equal access through our Title III school programs. Title III provides small group instruction. Title III programs support all Common Core standards and supplement academic instruction through a variety of activities. ELL students are invited to participate in all after school clubs, such as Chess, Glee Club, Current Events Club and the Sidewalk Literary Magazine through our Magnet Program. ESL classes are visited by teachers who supervise clubs in order to present the nature of the club and invite students to participate. Many of our extra-curricular clubs support literacy skills to further enhance learning for ELLs. Students also attend our AIS 50 minute program to further receive support and tutoring in their academic subjects. We currently have an after-school program which provided intensive instruction in reading and mathematics to students who scored Level 1 or 2 on the NYS exams. All ELL students are invited to participate in this program. Parents of ELLs are invited to many workshops present by our Parent Coordinator at which she explains the options for extra-curricular activities for ELLs.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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.

18. What language electives are offered to ELLs?

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.

19. For schools with dual language programs:

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

We do not have a dual language program in our school as of this school year.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. ESL Teachers receive feedback support and professional development provided by CITE; additionally, all ESL teachers participate in Common Core professional development and weekly professional development and feedback meetings provided by our literacy coach.

2. All teachers are teachers of ELLs and or former ELLs. as a result, all teachers receive professional development in the use of ESL support strategies across the content areas. All Common Core curriculum is scaffolded by content area teams in consultation with ESL teachers to provide multiple entry points of learning to our ESL students; professional development in this type of scaffolding is provided by our literacy coach and via turn-key teachers who participate in Network-based professional development. Ongoing Network support has been provided by ESL specialist, Maryann Cuchierra. Ms. Cuchierra conducts Lab-site training in our school and professional development sessions at Network sites.

3. Our 6th grade academy is a transition academy to support students who are coming from elementary schools and are transitioning to a departmentalized structure for the first time. As a result, our staff receives professional development to assist all students and specifically ELLs to transition smoothly. Our guidance counselors receive professional development in order to assist ELLs with transition to the middle school.

4. Professional development for a minimum of 7.5 hours (10 hours for teachers of Special Education) 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.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. We utilize translation services for speaking and written communication in order to support parents whenever such services are appropriate.

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 (S. Catechis) 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. Translation services are utilized in order to foster native language understanding for parents at school activities.

E. 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.

Part VI: LAP Assurances

School Name: The Steinway

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		11/15/13
LORI ADAMO	Assistant Principal		11/15/13
STELA CATECHIS	Parent Coordinator		11/15/13
GEORGE GEIST	ESL Teacher		11/15/13
EVE AVRAMOVIC	Parent		11/15/13
TAK HUI/MATH	Teacher/Subject Area		11/15/13
ALEXANDRIA GROSSO/	Teacher/Subject Area		11/15/13
MARIA FIORDIMONDO	Coach		11/15/13
ELISA BARRESI	Coach		11/15/13
HEATHER MULLAHY	Guidance Counselor		11/15/13
	Network Leader		
CARIDAD POLANCO GALLO	Other <u>RELATED SERVICE PROV</u>		11/15/13
FOTINI KALABAKAS	Other <u>GUIDANCE</u>		11/15/13
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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, Stella Catechis,

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%
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Grade 7 & 8:	Intermediate: 6%	Advanced: 27%	Proficient: 67%
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Reading/Writing:

Grade 6:	Intermediate: 18%	Advanced: 24%	Proficient: 58%
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Grade 7 & 8:	Intermediate: 35%	Advanced: 30%	Proficient: 27%
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Part B: Direct Instruction Supplemental Program Information

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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		