

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

School Name: **I.S. 141 THE STEINWAY**

Principal: **MIRANDA PAVLOU**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Steinway Intermediate School 141 School Number (DBN): 30Q141
Grades Served: 6th, 7th and 8th
School Address: 37-11 21 Avenue Astoria, NY 11105
Phone Number: 718 278-6403 Fax: 718 278-2884
School Contact Person: Miranda Pavlou Email Address: mpavlou@schools.nyc.gov
Principal: Miranda Pavlou
UFT Chapter Leader: George Geist
Parents' Association President: Eve Avramovic
SLT Chairperson: Helen Nikiforakis
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 30 Superintendent: Philip Composto
Superintendent's Office Address: 28-11 Queens Plaza North, LIC, NY 11101
Superintendent's Email Address: pcompos@schools.nyc.gov
Phone Number: 718 391 8323 Fax: 718 391 6147

Borough Field Support Center (BFSC)

BFSC: _____ Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North, LIC, NY 11101
Director's Email Address: lpender@schools.nyc.gov
Phone Number: 718 391 8222 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Miranda Pavlou	*Principal or Designee	
George Geist	*UFT Chapter Leader or Designee	
Eve Avramovic	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jaclyn Donovan	Teacher	
Tina Macchio	Teacher	
Billy Psoras	Teacher	
Irene Diakogeorgios	Parent	
Maria Milonas	Parent	
Anastasia Charalambous	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Angela Captan	Parent	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Pride, achievement and commitment to excellence and old-fashioned values are the traits that make Steinway Intermediate School 141 a beloved middle school in Astoria. Our school boasts a commitment to providing every single student who walks through our doors with a world-class education in a safe environment that is conducive to learning. Our three small learning communities offer parents a partnership with the school where everyone is welcome and valued. Within each small academy, teachers work closely in teams to provide programs that regularly celebrate diversity and respect among the students in order to put an end to bullying and intolerance, which has resulted in our school being named a 2013 and 2014 "Respect for All" school. We are strongly committed to academic rigor, firsthand knowledge gained from practical hands-on experience, and a growing awareness of the world around us. This awareness has promoted our contributions to the needs of others both at home and abroad; each year we participate in various fundraisers and other philanthropic endeavors such as Pennies for Patients and Operation Santa in order to teach our students about the importance of giving to those in need. We participate in writing and art contests every year, often with great success; just this year, our students were named winners of the ABENY (Association of Black Educators of New York) contest and received an honorable mention for the New York City Ezra Jack Keats Bookmaking Competition. As is indicative of the Framework for Great Schools, we have brought together the strengths of our community through our partnership with American Airlines, (housed in both our local airports, Laguardia Airport and JFK airport,) which allows our students the opportunity to see their STEM education applied to real life, specifically with the countless operations of an airline, including engineering, mechanics, sales, food service, and customer relations. It is not only the dedication of educators, students, and the community that have enabled us to achieve so much, but also the allegiance of parents who are mutually committed to the achievement of our students. We have made our greatest strides in maintaining our strong family-community ties. We ensure our parents are always included in their children's education and remain valued partners who are informed of our goals and practices, and who always feel welcome in our school. We recognize that we are all vital contributors to our school's success, and maintain the philosophy that if we continue to work together, we can ensure that all of our graduates are equipped with the skills necessary to be successful in today's world.

We have high expectations for all of our student groups, and we pay particular attention to our special education and ELL subgroups in order to ensure that they receive the scaffolding necessary to meet the rigorous demands outlined by the Common Core Standards. Our students in these subgroups receive scaffolds in the form of abridged texts and summaries to provide a platform for understanding complex texts, graphic organizers to assist students with organization, graphics and definitions to assist with vocabulary acquisition, and an increased focus on academic vocabulary in order to boost students' overall ability to comprehend complex texts.

Over the past year, our key area of focus has been on discussion and questioning techniques, in order to increase student engagement and rigor, and to improve the teachers' abilities to assess students' understanding. While our questioning techniques have improved over the course of the year, we are continuing to focus on assessment in instruction in order to provide feedback to increase student knowledge.

30Q141 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	1196	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	27	# SETSS	N/A	# Integrated Collaborative Teaching	34
Types and Number of Special Classes (2014-15)					
# Visual Arts	35	# Music	10	# Drama	19
# Foreign Language	15	# Dance	1	# CTE	N/A
School Composition (2013-14)					
% Title I Population	62.5%	% Attendance Rate			94.6%
% Free Lunch	49.7%	% Reduced Lunch			4.2%
% Limited English Proficient	6.3%	% Students with Disabilities			14.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.8%	% Black or African American			2.9%
% Hispanic or Latino	41.4%	% Asian or Native Hawaiian/Pacific Islander			22.9%
% White	30.1%	% Multi-Racial			1.9%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	7.68	# of Assistant Principals (2014-15)			4
# of Deans (2014-15)	2	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)			7.7
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	41.9%	Mathematics Performance at levels 3 & 4			52.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			81.3%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			YES
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on analysis of the 2015 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

- Based on feedback from the Quality Review, teachers will work to improve class discussions to reflect higher levels of student thinking.
- Based on feedback for the Quality Review Report, we will continue to build on our strength of teacher teams and leadership development. As per The Framework for Great Schools, teacher teams will continue to analyze student work and engage in curriculum refinements within a culture of respect and continuous improvement.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

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, DYO/Local Assessments and/or classroom assessments by June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>A CITE staff developer will be hired to support teachers of ELLs to build classroom strategies and teacher pedagogy. Timely feedback will be provided with an opportunity for the teachers to implement suggestions. After a classroom visitation, CITE staff developer will meet with the teachers during the 80 minute Monday block for Professional Development or during a preparation period.</p>	<p>ELLs</p>	<p>September 2015 – June 2016 (1 x per week)</p>	<p>ESL teachers, CITE staff developer, Principal/Assistant Principals</p>
<p>Professional development provided to ELA, ELL, science, SS, Math and special education teachers focused on using data to address student needs and academic rigor. Strategies for vocabulary acquisition will be addressed as well.</p> <p>Professional Development topics will include:</p> <ul style="list-style-type: none"> • Academic Vocabulary • Connecting Content and Language for English Language Development • Reading in the Content Areas: Improving Literacy in All Subjects • Social Studies Strategies for Active Learning 		<p>September 2015 – June 2016 (Mondays during 80 minute session, Weekly teacher team meetings, monthly grade/</p> <p>faculty meetings, Network meetings as scheduled</p>	<p>ESL teachers, ELA teachers, Principal/Assistant Principals, Network leaders and support staff, CITE staff developer</p>
<p>Analyzing student data at teacher team/ Inquiry meetings (Pre/Post unit tasks, Baseline Assessments, Predictive Assessments, teacher created exams etc.). Common, frequent classroom assessments will be given to allow for analysis of student trends in order to inform instruction. Curriculum refinements will be adjusted</p>	<p>ELLs</p>	<p>Data analysis of September Baseline Assessments, November Benchmark Assess-</p>	<p>ESL teachers, ELA teachers, Principal/Assistant Principals, data specialist</p>

accordingly. Schoolnet and Skedula will be implemented to collect ongoing data from common assessments.		ments, Midterm Assess- ments, Achieve 3000 Baseline, Mid-Year, and End-Year Lexile Assess- ments, ongoing Mid and Post Unit Task Assess- ments	
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
PD will take place during planning prep periods and during Monday afternoon 80 minute sessions. In addition, teachers will be invited to attend outside professional development opportunities that are offered by the district. Title III money is used to fund this. Common planning period 1 x per week Achieve 3000 used daily											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
Midterm Exam Analysis will be conducted to assess student progress in December. 85% of our students will receiving a passing grade .										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

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

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

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

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

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

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- 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%.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, our school will develop a more collaborative partnership with parents and families, as measured by a 10% increase in attendance recorded during yearlong workshops and family events.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Our Parent Coordinator will host parent workshops including such topics as:</p>	<p>Parents</p>	<p>September 2015 – June 2016 (ongoing)</p>	<p>Parent Coordinator</p>

<ul style="list-style-type: none"> • Our 6th grade meetings will focus on such topics as: <ul style="list-style-type: none"> *helping children adjust to a new school * homework policy *how to build positive behavior & self esteem in your child *how to “study” for midterms • Our 7th grade meetings will focus on such topics as: <ul style="list-style-type: none"> *“the Middle Child Syndrome” * promotional grade policy * a look ahead to high school *After-School programs – your options in the Middle School • Our 8th grade meetings will focus on such topics as: <ul style="list-style-type: none"> *making informed choices regarding high school * transitioning to high school *promotional criteria *Specialized High School options 			
<p>Sponsor subject-specific meetings to inform parents of yearly expectations</p>	<p>Parents</p>	<p>September 2015 –</p>	<p>Parent Coordinator PC, Principal, Assistant Principals, Math Coach, teachers</p>

Sponsor quarterly grade focused meetings	Parents	September 2015 – June 2016 (1x per quarter)	Parent Coordinator, Principal, Assistant Principals, Math Coach, teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ol style="list-style-type: none"> 1. Flyers and emails from school personnel 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. School Messenger will be used to inform parents of upcoming parent workshops 5. Email blasts to parents with information regarding upcoming parent workshops 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Parent sign-in sheets will be analyzed to make sure that we are on target to meeting our goal. A count will be taken midpoint to determine if we are close to meeting this goal. Upon analysis, further activities will be planned to ensure that this goal is met.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Analysis of 2015 NYS Exam results	<ul style="list-style-type: none"> • Wilson Program • QTEL: • AIS I Reading: • Modalities • Brain-Pop • United Streaming • Use of SMART technology • SMART Notebook Gallery • Utilize SMART Response software • Utilize Plickers for instant data analysis • For the Love of Reading: independent reading • Waggle: Online reading program 	<ul style="list-style-type: none"> • Wilson: Small group & one-on-one instruction • QTEL: Small group, whole group, & one-on-one instruction • AIS ELA Reading: small group instruction • Modalities: One-on-one and small group instruction. • Brain-Pop, 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 	<ul style="list-style-type: none"> • Wilson: Instruction takes place during regular school hours • QTEL: Instruction is provided during regular school hours and AIS before school and afterschool program (January – April) • AIS ELA: Instruction takes place during the day and AIS before school and afterschool program (January – April) • Brain-Pop, United Streaming: online resources available for teachers and students throughout the day and

			<p>Gallery resources and interactive curriculum pages: Small group, whole group, & one-on-one instruction</p> <ul style="list-style-type: none"> • 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 • For the Love of Reading: individual students during the ELA period 	<p>after school hours</p> <ul style="list-style-type: none"> • SMART Notebook Gallery, SMART Response software: resources are available for teachers and students throughout the day and AIS before school and afterschool program (January – April) • For the Love of Reading: takes place once a week during ELA period
<p>Mathematics</p>	<p>Analysis of 2015 NYS Exam results</p>	<ul style="list-style-type: none"> • Wowzers Math Computer Program • XP Math computer based program • ELL Math: Incorporates QTEL strategies • Brain-Pop, and United Streaming: 	<ul style="list-style-type: none"> • Wowzers 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, United 	<ul style="list-style-type: none"> • Wowzers Math Instruction takes place during the school day • XP Math: Instruction takes place during the school day • ELL Math: Instruction takes place after school hours

		<ul style="list-style-type: none"> ● Use of SMART technology ● SMART Notebook Math Tools ● SMART Notebook Gallery ● Utilize SMART Response software ● 	<p>Streaming: One-on-one, small group or whole group instruction</p> <ul style="list-style-type: none"> ● 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 ● SMART Response software and handheld wireless: One-on-one, small group or whole group instruction ● 	<ul style="list-style-type: none"> ● Brain-Pop, and United Streaming: Instruction takes place during the school day ● Use of SMART technology, SMART Notebook Math Tools, SMART Notebook Gallery: These resources are available for teachers and students throughout the day and AIS before school and afterschool program (January – April) ●
<p>Science</p>	<p>Analysis of classroom and Benchmark Assessments</p>	<ul style="list-style-type: none"> ● AIS Services ● NASA Explorer School Services: ● Brain-Pop, and United Streaming: ● Use of SMART technology ● SMART Notebook Gallery resources ● Utilize SMART Response software and handheld 	<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, and United Streaming: One-on-one, small group or whole 	<ul style="list-style-type: none"> ● AIS Services offered during the regular day and after school ● NASA Explorer School Services: offered to students during the regular day and after school ● Brain-Pop, and United Streaming: Utilized

		<p>wireless remotes</p> <ul style="list-style-type: none"> • SMART Response software • Billion Oyster Project 	<p>group instruction</p> <ul style="list-style-type: none"> • 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 • Billion Oyster Project: Whole group instruction with 1 science class 	<p>during the regular day</p> <ul style="list-style-type: none"> • Use of SMART technology, SMART Notebook Gallery resources, SMART Response software: available for teachers and students throughout the day and AIS before school and afterschool program (January – April) • ELL After school Science: 2x per week (1 hour) • Billion Oyster Project: instruction provided up to 2-3 times per month with 4 visits throughout the school year to the World's Fair Marina
<p>Social Studies</p>	<p>Analysis of classroom and Benchmark Assessments</p>	<ul style="list-style-type: none"> • NASA Explorer School Services: • Microsoft Movie Maker: • Web Quest: Scavenger Hunt 	<ul style="list-style-type: none"> • NASA Explorer School Services: Whole group instruction • Microsoft Movie Maker: Small group instruction 	<ul style="list-style-type: none"> • NASA Explorer School Services: offered to students during the school day • Microsoft Movie Maker:

		<ul style="list-style-type: none"> • Brain-Pop, and United Streaming: • Freedom Writers Essay Contest • Use of SMART technology • SMART Notebook Gallery • SMART Response software and handheld wireless remotes • Utilize SMART Response software • 	<ul style="list-style-type: none"> • Web Quest: Small group instruction • Brain-Pop, and United Streaming: One-on-one, small group or whole group instruction • Freedom Writers Essay Contest: Whole group and small 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 • 	<p>Instruction is provided continuously during the school day</p> <ul style="list-style-type: none"> • Web Quest: continuously during the school day • Brain-Pop, and United Streaming: Utilized during the regular day and after school • Use of SMART technology, SMART Notebook Gallery resources, SMART Response software: Utilized during the regular day and after school • ELL Afterschool SS: 2x per week (1 hour)
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>IEP recommendations</p>	<ul style="list-style-type: none"> • Counseling services provided by the guidance counselors • Mandated and informal Lunch groups daily • Crisis intervention 	<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 day</p>

		<ul style="list-style-type: none"> • Counseling <ul style="list-style-type: none"> o Mandated o Preventive o At-Risk o Crisis o Follow up on attendance and lateness (407 forms) • IEP <ul style="list-style-type: none"> o Construct IEP Goals o Attend IEP Meetings • Referrals <ul style="list-style-type: none"> o ACS o Parent Contacts o Counseling Agencies • Conflict Resolution and Peer Mediation Strategies • Academic Intervention Team Member • Attend Parent Meetings • Provide At-Risk Parent Meetings on High School Applications • Teacher Collaboration • Foster Academic Achievement 		
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, 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, Math Wowzers, and District 30 Support Services. 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, pod-casting, digital film-making, and other engaging technological advances that can be used in the classroom. Teachers routinely attend workshops provided by the Teaching and Learning and Student Support Services Department of the DOE. We email our staff members regularly to alert them of upcoming professional developments that are available to them. CITE (Center for Teacher Education), provides our parents with regular informational workshops. Math and ELA teachers attend regular meetings with the math staff developer and and literacy AP 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)

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	482,216.00	X	Section 7
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	Section 5, 6
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	7,848,213.00	X	Section 5, 6, 7

¹Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

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

Lori Adamo, A.P. □ Elisa Barresi, A.P. □ Elaine Maroulis, A.P. □ Vanessa Williams, A.P.
2015 – 2016 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;
-

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

Lori Adamo, A.P. □ Elisa Barresi, A.P. □ Elaine Maroulis, A.P. □ Vanessa Williams, A.P.

2015 – 2016 School-Parent Compact (SPC)

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.

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:

- 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)
- creating a safe, supportive and effective learning community for students and a welcoming, respectful environment for parents and guardians
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

•

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>The Steinway IS 141Q</u>	DBN: <u>30Q141</u>
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
Total # of ELLs to be served: <u>38</u>
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: <u>4</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</u>

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 all current 6th, 7th and 8th grade ELL students to target specific needs. The program will support all Common Core Learning Standards and supplement academic instruction and English language acquisition for ELLs through a variety of activities in the English language. This program is open to all SIFEs, LTEs, and SWDELLs as well. The program will run on Wednesdays and Thursdays from 2:25 until 3:25 by 2 teachers certified in ESL, and 2 additional teachers; a sixth grade SS teacher and a 7/8 grade Science teacher beginning November 5, 2014 through May 2015. There will be 18 Wednesday sessions and 18 Thursday sessions. Approximately thirty-eight 6th, 7th and 8th grade ELL students will be attending. There will be a one 6th grade class and one combined 7th/8th grade class. The 6th grade classroom consists of mostly newcomers to the country. Therefore, the instructional focus will be on developing their reading strategies. The 7/8 grade classroom consists of intermediate and advanced ability ESL students. The instructional focus will be on developing and improving writing skills. The science and SS teachers will collaborate through a co-teaching model with the licensed ESL teachers to offer further support in building academic language within their subject areas. Supplemental materials will be purchased with Title III funds and will include materials such as workbooks, manipulatives, computer software programs etc. ESL teachers will collaborate during common planning periods throughout the week to discuss and assess weaknesses so that they will be able to target these needs and create a plan for afterschool instruction.

No monies are allocated for a site supervisor as supervisors are present based on contractual work hours.

Title III funds will be used to enhance our ESL 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. We have ordered resources to facilitate this acquisition, NYSESLAT Grades 6, 7, and 8 and NY Supposrt Coach, STS, Target: Reading Comprehension Grades 6, 7, and 8 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 ELL students acquire the academic English language and problem solving skills necessary for higher achievement to be evidenced by growth AMAO 2 (proficiency) improved scores on state assessments.

NYSESLAT: 2013/2014 results:

Listening/Speaking:

Grade 6: Beginning: 2% Advanced: 41 % Proficient: 57 %

Grade 7 & 8: Intermediate: 14 % Advanced: 25 % Proficient: 61 %

-
Reading/Writing:

Grade 6: Beginning: 7% Intermediate: 24 % Advanced: 39 % Proficient: 30 %

Grade 7 & 8: Beginning: 11% Intermediate: 24 % Advanced: 48 % Proficient: 17 %

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, subject area teachers, special education and paraprofessionals attend these workshops on professional development days. Professional Development sessions are also offered by the ESL teachers during Monday PD afterschool opportunities 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 on Mondays during afternoon inquiry sessions, and during grade, departmental and academy meetings. Additionally, CITE (Center for Integrated Technology) will provide Professional Development in such areas as building academic language in content areas, scaffolding strategies in the content area, and designing effective assessments for ELLs.

- 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

- > ELL Certified Teachers: George Geist and Alexandria Grosso; 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: Elisa Barresi; 2014-2015 School year

* What is the NYSESLAT?

* ELL Content Strategies

- > ELA Assistant Principal: Elisa Barresi: Weekly grade meetings on Tuesdays with Alexandria Grosso and

Part C: Professional Development

and Mondays 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 8 and November 4

* Implementing Achieve 3000 in the ELL classroom

* 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

-
> George Geist: ESL Certified teacher

* Cultural differences and their influence on student achievement

* How to help your child with how and how to prepare for tests (Friday November 7, 2014)

-
-
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

Part D: Parental Engagement Activities

Begin description here: _

-
Parental Involvement is planned by the parent coordinator in conjunction with the certified ESL teachers. Our parent coordinator (Stella Catechis) 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.

Parents are given choices of valuable workshops and provided with 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 Mulicultural 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. Title III funds have been set aside for these parental engagement activities.

Various workshops include:

> Parent Nutrition Workshops with Cornell University Cooperative Extension NYC; Duration: Every Tuesday for 8 weeks beginning October 28th from 8:15 - 10:15 AM

> Family Engagement Series with EPIC for Children; Dates to be determined

> The Office of English Language Learners; Duration: Date TBT

* 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: \$0

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)	-	

Part E: Budget

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

Allocation Amount: \$0

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"> 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. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Miranda Pavlou	Assistant Principal Elaine Maroulis
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher	School Counselor Maria Tavella
Teacher/Subject Area Alexandria Grosso / ENL	Parent Eve Avramovic
Teacher/Subject Area Christina Kokoronis	Parent Coordinator Stella Catechis
Related-Service Provider	Borough Field Support Center Staff Member type here
Superintendent Dr. P. Composto	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1161	Total number of ELLs	64	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	64	Newcomers (ELLs receiving service 0-3 years)	32	ELL Students with Disabilities	20
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	25	Long-Term (ELLs receiving service 7 or more years)	7

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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	32	1	1	25	0	14	7	0	5	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

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

**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	
	ELL	EP	ELL	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

* EP=English proficient student

**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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New 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							11	7	6					0
Chinese														0
Russian														0
Bengali							2	2	2					0
Urdu							2	2	1					0
Arabic							6	6	2					0
Haitian														0
French							1							0
Korean														0
Punjabi							1	3						0
Polish														0
Albanian														0
Other GR/HI/T U..							3	1	6					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSES LAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)								1	2					0
Emerging (Low Intermediate)								2	3					0
Transitioning (High Intermediate)								6	1					0
Expanding (Advanced)							16	10	11					0
Commanding (Proficient)							23	5	10					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSES LAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSES LAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							0	0	0					0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							11	30	14					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	17	19			0
7	18	2			0
8	12	8			0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	11		23		4		1		0
7	11		9		2				0
8	14		9		1		1		0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8	3		13		7				0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Our school utilizes Baseline Exams, and the online Performance Series assessment. The collected data provides insight into a child's lexile level and allows the school to utilize skill-specific strands to study trends in learning and growth and to individualize instruction. Additionally, we utilize collected data to select curriculum texts and independent reading texts.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Students in the sixth grade scored higher levels than grades 7 and 8, since 100% of sixth graders scored in the top two levels (commanding/expanding). Less than 20% of 7th graders scored commanding in 2015. However, the majority of students scored at the top two levels. There is a decreasing trend of scores that correlates to the proficiency level. 78% of eighth grade students scored at the top two levels (commanding/expanding). Very few were in the transitioning phase. The balance are negatively skewed toward the two lowest levels.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Per the AMAO status estimator we are targeting the "at risk" students levels 5-8.
There are 49 "at risk" students level 3 or higher. 36 "at risk" students level 5 and above.
18 "at risk" students are ELLs with 5 -6 years of service.
3 ELLs are "at risk" with 2 or more years of service scored in the first quartile in the NYSESLAT.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - Students are tested in their native language to determine SIFE status as detailed above.

Since the school does not currently offer a dual language or bilingual program, the school has not tested students in their home language, and there is nothing to compare.

While students are afforded all testing modifications available to them on the science and mathematics state assessments, none elected to answer tests in their home language.

b. The data is used to recognize trends as detailed in this document. Also we are provided with data about each student's development, and help to identify students' strengths and weaknesses. This data are then used to guide teachers in their lesson planning, and in the grouping of their students, in order to best accommodate students' various areas of need. Teachers encourage parents to continue literacy in the L1 (Linguistics jargon for native language).

It is also important to mention that our ENL teachers have made an effort to personally learn at least Spanish and Arabic As mentioned previously, ESL classroom libraries are stocked with books, glossaries and dictionaries in a large variety of languages

c. There is no single language group passing the NYSESLAT more than any other.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] Not applicable.

6. How do you make sure that a student's new 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 specific student needs. The students are gradually moved (flexible grouping) as their needs change linguistically, academically, socially and emotionally. In addition to the above, for students with disabilities, considerations for continued English Language acquisition are addressed within each child's IEP and goals are aligned appropriately.

7. For dual language programs, answer the following:
a. How are the English-proficient students (EPs) assessed in the target language?
b. What is the level of language proficiency in the target language for EPs?
c. How are EPs performing on State and other assessments?

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

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The success of our school's ENL 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 ENL population scored a proficiency level in 2014 and 42% in 2015, allowing students to be mainstreamed. Students with proficient scores on the NYSESLAT receive transitional services and are given continued ENL testing accommodations for two years after scoring "Proficient/Commanding" on the NYSESLAT. 1 seventh grade student scored a level 3 on the ELA and an Expanding on the NYSESLAT, and was therefore, mainstreamed with the required support services.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Our school uses a structured identification process for ESL students. In order to identify ELLs, upon entrance/registration, a trained ESL certified teacher 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), Maria Tavella (Guidance), Heather Mullahy (Guidance), Mathew Demiri (Albanian), Gianpiero Vicari (Italian, Spanish), Caridad Gallo (Spanish), Tak Hui (Cantonese Chinese), Melin Ngo (Cantonese/Mandarin Chinese), Elisa Barresi (AP), 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. We 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 NYSITELL which is given by these two

certified teachers within 10 school days. ESL certified teacher administer the NYSITELL at a pace of 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 NYSITELL administration. The NYSITELL is an untimed test. Student will receive as much time as necessary. Upon completion, an ESL certified teacher will hand-score and log the NYSITELL results for each modality for a given 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 NYSITELL. 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. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
 1. At the time of initial enrollment the SIFE Oral Interview Questionnaire is completed, and for those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the Literacy Evaluation for Newcomer SIFE (LENS) is administered.
 2. The results of the LENS offer detailed descriptions of a student's skills and abilities in reading, vocabulary, and math. The Spanish LENS will also test phonics, single word reading, and sentence reading.
 3. Students who are then identified as being two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States are identified as SIFE.
 4. Initial SIFE status is indicated in the DOE's data collection systems no later than 30 days from initial enrollment.
 5. As per CR Part 154, for students coming from a NYS public school (outside of the NYCDOE), the DOE school must contact the sending NYS public school to obtain home language designation, NYSITELL (or LAB-R) and NYSESLAT results within 2 business days. These data and related documents must be placed in the student's cumulative folder and inputted into designated ATS screens. The data request must be made for any student entering a NYCDOE school (grades K to 12) who has been enrolled in a NYS public school within the previous 2 years.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

Newly enrolled students from within the NYC Department of Education who have IEPs which reflect the recommendation of continued ESL services are immediately placed in ESL instruction as per their NYSESLAT proficiency ratings. The school uses a structured identification process for ESL students. In order to identify ELLs, upon entrance/registration, a trained ESL certified teacher 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: Alexandria Grosso (ESL teacher), George Geist (ESL Teacher), Maria Tavella (Guidance), Heather Mullahy (Guidance), Mathew Demiri (Albanian), Gianpiero Vicari (Italian, Spanish), Caridad Gallo (Spanish), Tak Hui (Cantonese Chinese), Melin Ngo (Cantonese/Mandarin Chinese), Elisa Barresi (AP), 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. We are able to get an over-the-phone interpreter in order to complete the registration process.

If the student has an IEP and a Home language other than English, the Language Proficiency Team (LPT) reviews the evidence of the student's English language development. The LPT consists of Mr. Geist certified ESL teacher, Ms. Adamo, Assistant Principal in charge of Special Education, Ms. Maroulis, Assistant Principal in charge of ENL, the student's parent or guardian, and an interpreter/translator. On site translators include Mathew Demiri (Albanian), Gianpiero Vicari (Italian, Spanish), Caridad Gallo (Spanish), Tak Hui (Cantonese Chinese), Melin Ngo (Cantonese/Mandarin Chinese). 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. We are able to get an over-the-phone interpreter in order to complete the registration process.

1. The LPT determines whether the student should take the NYSITELL. The LPT considers evidence of the student's English language development, including, but not limited to the following:

- The result of Step 1 (see above)
- The student's history of language use in the school and home or community
- The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language.
- Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. For students whose home language is not English, the school must administer a more in-depth interview with the student, review his/her school work (if available), and review the Individualized Education Program (if applicable), in order to determine NYSITELL eligibility (whether the student should take the NYSITELL).

Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or

whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT recommend that the student not take the NYSITELL, their recommendation is sent to the principal for review. If the principal also determines that the student should not take the NYSITELL, the determination is sent to the superintendent or designee for review. The parent or guardian is notified within 3 days of the decision. Upon review, the superintendent or designee determines the student should NOT take the NYSITELL. The parent is notified, and the ELL Identification Process terminates.

Should the LPT recommend that the student take the NYSITELL, the determination is sent to the principal for review. After review, and if in agreement with the determination the principal then sends the determination to the superintendent or designee for review. If the superintendent or designee determines that the student should take the NYSITELL, the student takes the NYSITELL to determine ELL status. The ELL Identification Process continues as with all students. If the student is determined to be an ELL, the information gathered above should be used to determine if the student requires further assessments for SIFE status indicated in the answer to Part IV, Question 2 above.

The entire process must take place within 20 days of enrollment for students entering with an IEP.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
- At the conclusion of the process through which student eligibility for ESL services is determined, a letter is immediately generated in the parent's native language (when available) to advise the parent of his/her child's eligibility status. This process must take place within 10 days of enrollment. The ESL coordinator, Ms. Maroulis mails the letter to the parent/guardian, and gives an additional copy to the student to carry home to his/her parent. The ESL coordinator also places a phone call to the parent to advise of eligibility and placement status.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Beginning in the 2015-2016 school year, parents will be informed of their right to appeal ELL status as a part of the Entitlement letter they receive after the NYSITELL/LAB-R is administered. It will also be discussed during the ELL orientation session during which the parents watch the orientation video and complete the Parent Selection Survey. These sessions are conducted by one of the following: George Geist or Alexandria Grosso, certified ESL teachers. Tak Hui, ESL math teacher, or Stella Catechis parent coordinator. All communications are provided in the parent's home language where available and/or by a staff member on site Mathew Demiri (Albanian), Gianpiero Vicari (Italian, Spanish), Caridad Gallo (Spanish), Tak Hui (Cantonese Chinese), Melin Ngo (Cantonese/Mandarin Chinese). If a parent needs additional language support our school contacts the Translation and Interpretation Unit, which offers services to help communicate with limited-English-proficient parents and families. We are able to get an over-the-phone interpreter in order to complete the process.

They are advised of the following:

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who have a home language other than English, and are ELLs and non-ELLs. The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older.

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(i) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days. All notifications and relevant documents are kept in the student's cumulative folder.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? 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 George 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. Also included in this number are the surveys that are not returned since a bilingual program is the default placement. 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 such time that a bilingual program becomes available at our site, these students were 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. Should the parent's native language not be available, the school contacts a teacher fluent in the preferred language or contacts the Translation and Interpretation Unit, which assists parents with limited English proficiency. Program Selection forms and Entitlement Letters also 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 his 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 the student agenda books. Our Parent coordinator (S. Catechis) will maintain contact with our ESL parents should they need further assistance.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
The school sends home entitlement letters via the mail and with the children, and we place phone calls to parents. Entitlement letters are provided in the parent's home language as available. If the parent is in need of further assistance, either an on-site staff member or the Translation and Interpretation Unit will be contacted for further support as detailed above. Then copies of the Parent Surveys are stored in a binder with our two ESL teachers. The Program Selection forms are also returned and copies put into the same binder. All relevant documents including but not limited to the Home Language Identification Surveys, Parent Survey and Selection Forms, Program Placement Letters, Entitlement Letters, Continued entitlement letters, Non entitlement letters and the Language Proficiency Team NYSITELL Determination Form are kept in the cumulative record of each student. The tradition after showing the ESL video on the DOE website is that parents tend to select 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.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Our ESL Coordinator maintains a checklist for each student who presents as eligible to be screened for ESL services. Our ESL Coordinator monitors the checklist for the return of all forms. In the even that a form is not returned, the ESL Coordinator continues to reach out to the parent via phone calls and mail. All forms and verbal communications are rendered in the parent/guardian's native language as available. If further language support is necessary it is supplied by a staff member as named above or by the Translation and Interpretation Unit.
9. Describe how your school ensures that placement parent notification letters are distributed.
The school sends home Placement Parent Notification Letters in the parent's preferred language, as available via mail and with the children. A checklist is kept by the ESL coordinator on which a record is kept of the mailing of letters and signatures are collected of students to whom the forms were distributed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Copies of the HLIS are placed in the students' records as well as inside of the ELL documentation binder. Copies of Parent Selection Surveys are also stored in the ELL documentation binder. Entitlement and non-entitlement letters are distributed and signed for; the log is kept inside of the ELL documentation binder. Copies of the Parent Surveys are stored in a binder with our two ESL teachers. The Program Selection forms are also returned by the parent/guardian and copies put into the same binder. All relevant documents including but not limited to the Home Language Identification Survey, Parent Survey and Selection Forms, Program Placement Letters, Entitlement Letters, Continued entitlement letters, Non entitlement letters, and Language Proficiency Team NYSITELL Determination Forms are also kept in the cumulative record of each student for whom they are required.
11. 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 constantly to ensure that all ESL students in free-standing ESL classes and Special Education classes are listed. Additional necessary reports are generated and analyzed by our certified ESL Supervisor/AP (Elaine Maroulis). These reports include the RELR (Current ELL Report), RYOS (Years of Service for ELLs), RLAT (Exam History and NYSITELL 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 components of the NYSESLAT within the administration window. The parents of any eligible student with long-term absences are contacted to ensure students are present during scheduled exam times. Students with disabilities receive IEP accommodations (when appropriate) in addition to their ELL testing accommodations, with the exception of extended time allowed on other state tests. No more than one session per day is administered to each student. Students are given ample time for completion. Parents of absentees are contacted and informed of the importance of the test by making them aware that the NYSESLAT determines the student's English proficiency, whether a student will receive ENL services the following school year, and contributes to promotional decisions. 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 sessions), our ESL teachers and supervisor review the list to once again ensure that each eligible student has completed all sections of the test.

In the event that a NYSITELL-eligible student enters the school during the NYSESLAT administration window, the student will be first administered the NYSITELL to determine ELL status. If the student is determined to be an ELL, the student should also be administered the NYSESLAT to the extent possible.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. At the conclusion of the process through which student eligibility for ESL services is determined, a letter is immediately generated in the parent's native language (when available) to advise the parent of his/her child's eligibility status. This process must take place within 10 days of enrollment. The ESL coordinator, Ms. Maroulis mails the letter to the parent/guardian, and gives an additional copy to the student to carry home to his/her parent. The ESL coordinator also places a phone call to the parent to advise of eligibility and placement status. Signed copies of continued entitlement letters are returned to the school, and thereby, parent notification is monitored. If a letter is not returned, the parent coordinator Stella Catechis or Ms. Maroulis will reach out to the parent, send another copy home with the student providing the student is still in enrolled at the school, and a copy will be mailed to the parent's address. All letters are provided in the parent's native language where available. If further language support is necessary a staff member (named above) or the Translation and Interpretation Unit will be contacted to supply further language services.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing the Parent Survey and Program Selection forms for the past few 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.

Parent Survey and Program Selection Forms are reviewed annually and during the course of each year as new students are enrolled. A record is kept of the parents' choices. If the parent does not return the form within 5 school calendar days, the student is placed in the ENL program since no bilingual program presently exists at the school. Attempts to gather initial parent selection preferences are documented. Students who are placed in ENL as a result of the parents' not returning the survey are counted toward minimum thresholds established by NYSED's CR Part 154, as amended by the ASPIRA Consent Decree, that requires the opening of a bilingual program for students in grades 6-8 for 15 or more ELL students who speak the same language in one or two contiguous grades. Parent choice is also entered in the designated screen in ATS (ELPC) as forms are completed. The parent choice is entered as noted on the selection form, regardless of whether that choice is currently offered at the school. A copy of the Parent Survey and Program Selection Form is retained in the student's permanent record and in a binder kept by the ENL certified teachers named above. Any changes to the parent's choice addressed in letters to the principal or Ms. Maroulis are recorded on the BNDC screen in ATS. A completed Parent Survey and Selection Form and the letter to the principal or Ms. Maroulis requesting a change are kept in the student's permanent record and in the binder maintained by the ENL teachers.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

I.S. 141 Q provides for one heterogeneously grouped ESL self-contained, freestanding (100% English) block classes for each grade (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. The 6th, 7th, and 8th grades 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 NYSITELL 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. Instruction is individualized for students of all proficiency levels.

Grade 6 students in the ENL self-contained class receive instruction from a licensed ENL teacher, Alexandria Grosso who also holds a CBT license. They receive at least 360 minutes of ENL/ELA services per week as well as 225 minutes of social studies. Students in grade six 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 – 154.2 regulations through pull-out services by Ms. Grosso.

Student in grade six who passed the NYSESLAT given in 2015 and 2014 receive 90 minutes of integrated core through pull-out services rendered by Ms. Grosso who holds a dual license.

Grade 7 students in the ENL self-contained class receive at least 360 minutes of ENL services from Mr. Geist, a licensed ENL teacher, and 180 minutes of social studies weekly. These students also receive 90 minutes of integrated math since Mr. Geist co-teaches with math teachers for 2 periods each week. Students in grade seven 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 – 154.2 regulations through pull-out /push in services by Mr. Geist. Students who passed the NYSESLAT in years 2014 and 2015 receive 90 minutes of services through pull-out/push in services also rendered by Mr. Geist.

Grade 8 students in the ENL self-contained class receive at least 360 minutes of ENL services from Mr. Geist, and 225 minutes of social studies instruction from Ms. Grosso. Students in grade eight 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 – 154.2 regulations through pull-out/push in services by Mr. Geist. Those students who passed the NYSESLAT in 2014 and 2015 are rendered transitional services of 90 minutes per week through pull-out/push-in services also rendered by Mr. Geist.

Minimum Minutes of Instruction per NCLB CR Part – 154.2 are as follows:

Beginner/ Entering

Total number of ENL minutes: 360

Minimum number of minutes in stand- alone ENL: 180

Minimum number of minutes in integrated ENL/ELA: 180

Low Intermediate/ Emerging

Total number of ENL minutes: 360

Minimum number of minutes in stand- alone ENL: 90

Minimum number of minutes in integrated ENL/ELA: 180

Flexibility: Number of minutes of stand-alone services or integrated ENL/ELA or integrated core: 90

Intermediate/Transitioning

Total number of ENL minutes: 180

Minimum number of minutes in integrated ENL/ELA: 90

Flexibility: Number of minutes of stand-alone services or integrated ENL/ELA or integrated core: 90

Advanced/Expanding

Total number of ENL minutes: 180

Minimum number of minutes in integrated ENL/ELA or other content area: 180

Proficient/Commanding

Total number of ENL minutes: 90

Integrated core and integrated ENL/ELA services are provided to the extent the school budget permits.

- b. TBE program. *If applicable.*

Not applicable

c. DL program. *If applicable.*

Not applicable

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The mandated number of instruction minutes is delivered as follows: Program Instruction Component for ELLs,

Grades 6th – 8th

Entering/ Beginner

- 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)

Emerging/Low 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)

Transitioning/Intermediate

- 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)

Expanding/Advanced

- 180 minutes per week (ESL) 1 periods 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)

Proficient/Commanding

- ENL integrated ELA/ core 90 minutes 2 periods per week as the school budget permits.

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

Core Content 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 individual student 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 home languages throughout the year?

A running log of home languages is kept on file with the administration and the teachers of ELLs. It is regularly updated to account for newly admitted students. This file is used to ensure that ELLs are provided with translated assessments when available.

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 News ELA are utilized to measure growth in the reading, writing and listening modalities. All activities in these programs 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 each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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 Webb's Depth of Knowledge Circle with emphasis on Levels 3 and 4. 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. 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 "Chess Club" so that they can progress to grade level. We also provide small group instruction throughout the day utilizing software technology on individual laptops. Extracurricular 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. Students in this category who are required to take exams, are provided with testing accommodations as outlined in the CR-154.2 as follows: extension of time, separate location, third reading of the NYS ELA listening section, bilingual glossaries providing one-to-one translated words (except for the NYS ELA Assessment), simultaneous use of English and alternative language editions for state exams (except the NYS ELA Assessment) for which SED provides written translations, and oral translations of low incident languages except again for the NYS ELA Assessment. Also, students making use of alternative language editions or of oral translations of state examinations may write their responses to the open-ended questions in their home language (except for the NYS ELA Assessment).

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 lexile levels determined by the Performance Series, 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. Students in this category who are required to take exams will receive the testing accommodations as outlined in the CR-154.2 as follows: extension of time, separate location, third reading of the NYS ELA listening section, bilingual glossaries providing one-to-one translated words (except for the NYS ELA Assessment), simultaneous use of English and alternative language editions for state exams (except the NYS ELA Assessment) for which SED provides written translations, and oral translations of low incident languages except again for the NYS ELA Assessment. Also, students making use of alternative language editions or of oral translations of state examinations may write their responses to the open-ended questions in their home language (except for the NYS ELA Assessment).

c. The ELL subgroup that is developing 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. Students in this category who are required to take exams will receive testing accommodations as outlined in the CR-154.2 as follows: extension of time, separate location, third reading of the NYS ELA listening section, bilingual glossaries providing one-to-one translated words (except for the NYS ELA Assessment), simultaneous use of English and alternative language editions for state exams (except the NYS ELA Assessment) for which SED provides written translations, and oral translations of low incident languages except again for the NYS ELA Assessment. Also, students making use of alternative language editions or of oral translations of state examinations may write their responses to the open-ended questions in their home language (except for the NYS ELA Assessment).

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 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. Students in this category will receive testing accommodations as outlined in the CR-154.2 as follows: extension of time, separate location, third reading of the NYS ELA listening section, bilingual glossaries providing one-to-one translated words (except for the NYS ELA Assessment), simultaneous use of English and alternative language editions for state exams (except the NYS ELA Assessment) for which SED provides written translations, and oral translations of low incident languages except again for the NYS ELA Assessment. Also, students making use of alternative language editions or of oral translations of state examinations may write their responses to the open-ended questions in their home language (except for the NYS ELA Assessment).

e. All former ELLs up to two years after receiving services and thereafter continue to receive data-driven individualized instruction in all content areas with a special emphasis on continued English Language Acquisition and intensive vocabulary development. Increasingly more complex text selections are made for these students and scaffolded support is provided by teachers across the content areas. In compliance with the CR Part 154.2, these students are also provided with 90 minutes of integrated ENL/core each week to provide them with additional support. Testing accommodations are provided to these students and as outlined in the CR-154.2 are as follows: extension of time, separate location, third reading of the NYS ELA listening section, bilingual glossaries providing one-to-one translated words (except for the NYS ELA Assessment), simultaneous use of English and alternative language editions for state exams (except the NYS ELA Assessment) for which SED provides written translations, and oral translations of low incident languages except again for the NYS ELA Assessment. Also, students making use of alternative language editions or of oral translations of state examinations may write their responses to the open-ended questions in their home language (except for the NYS ELA Assessment).

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Beginning in the 2015-2016 school year, parents will be informed of their right to appeal ELL status as a part of the Entitlement letter they receive after the NYSITELL/LAB-R is administered. It will also be discussed during the ELL orientation session during which the parents watch the orientation video and complete the Parent Selection Survey. These sessions are conducted by one of the following: George Geist or Alexandria Grosso, certified ESL teachers. Tak Hui, ESL math teacher, or Stella Catechis parent coordinator. All communications are provided in the parent's home language where available and/or by a staff member on site Mathew Demiri (Albanian), Gianpiero Vicari (Italian, Spanish), Caridad Gallo (Spanish), Tak Hui (Cantonese Chinese), Melin Ngo (Cantonese/Mandarin Chinese). If a parent needs additional language support our school contacts the Translation and Interpretation Unit, which offers services to help communicate with limited-English-proficient parents and families. We are able to get an over-the-phone interpreter in order to complete the process.

They are advised of the following:

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who have a home language other than English, and are ELLs and non-ELLs. The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older.

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with the student's teacher, the parent/guardian, and the student. If the principal, based on the recommendation of the teacher and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she will consult with the superintendent or his/her designee. Final decision notification will be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. 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 at weekly planning meetings with the ELA Assistant Principal. Unit plans and

Chart 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. Teachers utilize technology such as smartboards, ipads and laptops to further ensure multiple entry points for learning have been provided.

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

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 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 assistant principal in charge of ELA. Instruction is aligned to the Common Core curriculum and IEP goals for individual students. An IEP team determines a student's eligibility for special education services and the language in which special education programs and services are delivered. ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate. ELLs with disabilities must receive the required level of ELL services, although program placement and parental option procedures may be different for special education programs and services, and are facilitated by the Committee for Special Education during IEP meetings. All students with disabilities have a re-evaluation every three years, and an annual review of their IEPs. The ENL teacher providing services to the student as well as other teachers presents observations and information concerning the child's progress to the IEP team. In this way, any changes to the IEP can be considered in view of the child's progress in both special education classes and English as a second language acquisition.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	<i>2 units of study per week (360 min.)</i>	<i>2 units of study per week (360 min.)</i>	<i>1 unit of study per week (180 min.)</i>	<i>1 unit of study per week (180 min.)</i>	<i>Former ELLs must continue to receive services for an additional two years</i>
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	<i>360 minutes per week</i>	<i>360 minutes per week</i>	<i>180 minutes per week</i>	<i>180 minutes per week</i>	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

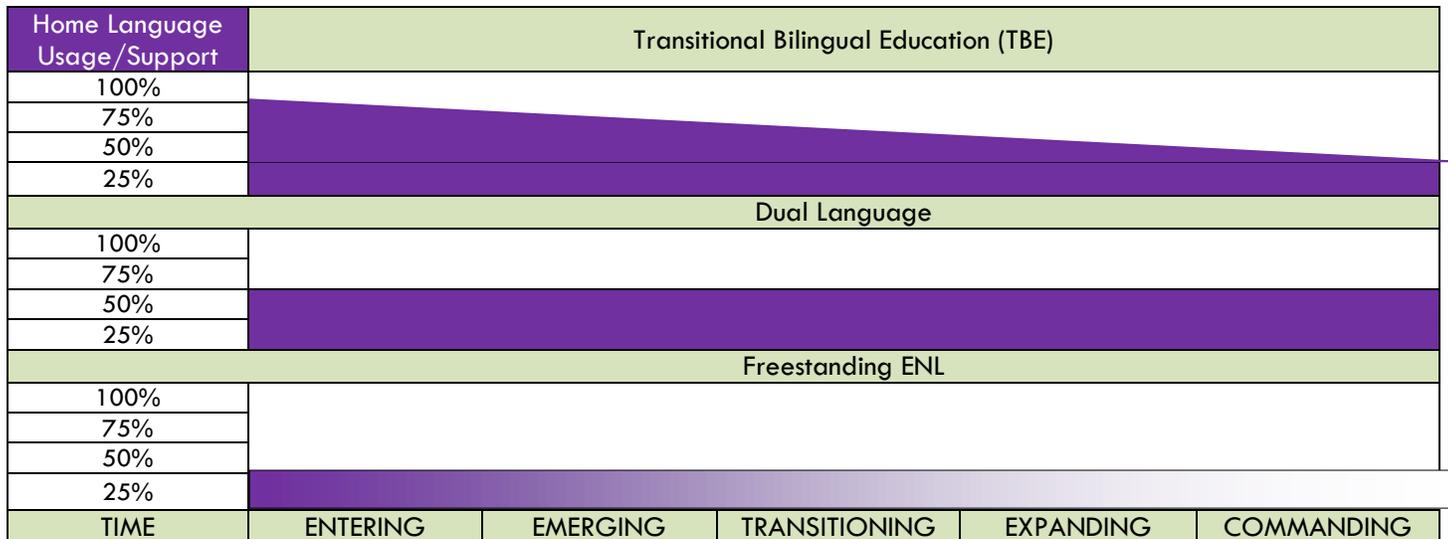


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. One particular ELL subgroup that has been targeted is the long-term ELLs. The AMAO tool determined the long-term ELLs were the quotient at risk. 18 ELL students with 5-6 years of service, and 3 ELLs with 2 or more years of service scored in the first quartile in the NYSESLAT. A total of 34 "at risk" students are ELLs. A range of intervention services are rendered in both ELA and mathematics. Long-term ELLs are grouped to work on challenging activities with focus to increase all existing strengths and address weaknesses. Choice of activities are 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 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, the Performance Series is utilized to determine lexile levels and improvement. Instruction is data driven using classroom observations, classroom generated tests, tasks, results of the baseline, benchmarks and the ELA tests.
- Mathematics programs support individualization by utilizing math games designed by our Lead Teacher in the XP Math Program. To support vocabulary development, teachers pre-teach in small groups and use resources such as Buzzmath, XP Math, Plickers, Understanding Math and BrainPOP. Teachers also use manipulatives such as algebra tiles, rulers/protractors and calculators. Instruction is data driven by utilizing resources such as Schoolnet and NYSTP. Further support is rendered by Mr. Geist who pushes-in to the math classes of subject specialists, Mr. Hui and Ms. Grosso once a week.
- In addition, all seventh and eighth grade students who are not placed in honor classes received at least one period of AIS Math and AIS ELA each week in the 2015-2016 school year.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Currently, our program is very thorough and comprehensive in meeting the needs of our ELLs. In 2014 we tested at 30 percent proficient and in 2015 at 42 percent proficient, and we are slowly improving on the state exams. We are also meeting our AYP for ELLs yearly. All teachers are made aware that they are teachers of ELLs and former ELLs since the names and classes of these students are sent to each teacher. Also, at the beginning of the year workshops were held by department and teachers were provided with the opportunity to identify these students and those in the lowest third. Teachers also utilize Skedula which provides detailed information about every student. Language acquisition and development continue long after students score Proficient/Commanding 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 ELA teacher team members work with members of all content area departments to embed ELL strategies into instruction. 34/39 students in the sixth grade scored at levels 1 and 2 on the NYS mathematics test. 20/22 seventh grade students scored at level 1 and 2, and 23/25 eighth grade students scored levels 1 and 2. Across grade levels a total of seven students scored a level 3 and 2 students scored a level 4.
- All ELLs taking the NYS ELA test scored levels 1 and 2. For the most part, students levels correlated with their years of service.
12. What new programs or improvements will be considered for the upcoming school year?
- We are currently revamping our Expeditionary Learning literacy units for the 2015 - 2016 school year. Immersion in this ELA curriculum with pieces which roll-up and become refined with each new school year promises to provide the necessary rigor and scaffolds necessary to support our ELLs. Another new program we will implement this year is Waggle in order to assist ELLs with strengthening language acquisition modalities. An assistant principal, Ms. Maroulis, 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 ATS and Skedula to create data reports to further enhance student learning in all content areas. Additionally, ELA baseline and predictive exams will be 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. In addition, much emphasis is being placed on encouraging students to select "just-right" texts from leveled classroom libraries as per their lexile levels established using the Performance Series. 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 the Performance Series) 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. The New York Times Replica Edition can be utilized by students to further enhance language acquisition.
13. What programs/services for ELLs will be discontinued and why?
- At this time, there are no plans to discontinue any services or programs for ELLs.

14. 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 Band, Chess and Cheerleader Club, and ESL classes are visited by teachers who supervise clubs in order to present the nature of the club and invite students to participate. Parents of ELLs are invited to all workshops present by our Parent Coordinator at which she explains the options for extra-curricular activities for ELLs and other students. Many of our extra-curricular clubs support literacy skills to further enhance learning for ELLs.

ENL students also participate in all celebrations including, but not limited to, Student of the Month Assemblies, Breakfast with the Assistant Principal, school performances, and the Multi-Cultural Celebration. ENL students participate in subject honor rolls, assistant principal's honor roll, the principal's honor roll, and the National Junior Honor Society of which IS 141Q is a member. All trips such as Dining Down Ditmars, museum, college and high school visits include ELLs as does the Honor Society's overnight trip, open to any student in the Honor Society.

We currently offer an after- school program specifically for English language learners to provide intensive instruction in reading. Instruction is delivered by a certified ESL teacher and a co-teacher.

15. What instructional materials, including technology, are used to support ELLs? Include core 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/iPad 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.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

In order to offer native language support, we pair students and buddy them based on native language. Additionally, we provide native language reading materials in our classroom libraries 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.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Each ESL and special education classroom has a plethora of reading and writing materials, and teachers utilize strategies to satisfy every possible learner's level corresponding to appropriate ages and grade levels. These required services support and supplement the strategies implemented in the classes. Class libraries are leveled according the lexile levels, and sorted 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.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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. Parent liaisons include the assistant principal in charge of ENL, Elaine Maroulis, the assistant principal in charge of special education, Lori Adamo, guidance counselors, Heather Mullahy and Maria Tavella, and the parent coordinator, Stella Catechis.

19. What language electives are offered to ELLs?

Last year ELL student were offered Spanish and/or Greek.

20. For schools with dual language programs:

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

.At this time, we do not have a dual language program.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

ESL Teachers, George Geist and Alexandria Grosso 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. ELL personnel receive constant instructional feedback based on the Danielson Rubric as it applies to general instruction and instruction for ELLs.

The school will provide professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 will be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

Assistant principal, Elaine Maroulis has already attended a professional learning seminar entitled “The Nuts and Bolts of ELL Related topics and Regulations.” Ms. Maroulis informed Elisa Barresi, Lori Adamo and Vanessa Williams, assistant principals of all pertinent information.

Ms. Alexandria Grosso attended the same seminar for teachers on October 19, 2015, and will turnkey to all staff members including but not limited to subject area specialists, guidance counselors, Ms. Mullahy and Ms. Tavella, ENL teacher, George Geist, speech therapists, the parent coordinator, Ms. Catechis, common branch teachers, paraprofessionals and the school psychologist. A workshop focusing on strategies to support acquisition of tier III and tier IV words by ELL students on Monday, October 20, 2015 was hosted by George Geist for all members of staff.

Ms. Kokoronis, ELA area specialist and George Geist, ENL teacher are co-teach former ELLs and are scheduled to attend professional development addressing co-teaching on November 23, 2015. Again, they will turnkey this information, and all professionals and para-professionals in the building will be invited to attend.

No provision is made for bilingual teachers since the school does not offer either a bilingual or dual language program.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

All teachers are considered 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 Cuchiarra. Ms. Cuchiarra conducts Lab-site training in our school and professional development sessions at Network sites. As we are transitioning from network to district support, we will work closely with the ELL specialist for our district in order to continue to provide on-going professional learning to all teachers of ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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. ELL students are provided with organizational tools (such as agenda planning books and folders), and teachers provide hands-on instruction to students in order to open them up to skills which differ in the middle school setting. Guidance counselors received professional development from Ms. Maroulis, Assistant Principal addressing changes to the CR-154 and its appendixes
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Professional development as required by CR Part 154.2 is provided at I. S. 141Q on designated school days (Mondays and Professional Learning Days), and workshops outside the school during the summer and evening hours are made 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 for ESL-specific 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 Mondays,

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. Performance Series
- 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

Logs of all professional development and attendees are stored in binders in our school.

C. Parental Involvement

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

School professionals will individually meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting will include school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English. Professionals will include, but not be limited to the child's ENL teacher, George Geist or Alexandria Grosso, and the licensed subject area specialist at minimum. As need arises, any of the following will be available for the meeting: the school psychologist, the bilingual guidance counselor, Ms. Tavella, guidance counselor, Ms. Mullahy, Ms. Maroulis, A.P. in charge of ENL or Ms. Adamo, A.P. in charge of special education. Such meeting will be conducted in the parent's preferred language by utilizing on site staff named in answer to Part IV, question 1 or by contacting the Translation and Interpretation Unit. Teachers are available for over an hour all Tuesdays when school is in session. Appointments with parents will be made during this time. If a parent is unable to attend, a mutually convenient appointment will be made in accordance with the collective bargaining agreements. Mr. Geist and Ms. Grosso, ENL teachers will be responsible for keeping a list of all parents seen including the date and time of the appointment and matters discussed. In order to collect sufficient meaningful data on the students appointments will begin taking place during the second marking period, after parent/teacher conferences i.e. the beginning of December, unless it is determined that the needs of the child would best be served by an earlier conference.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Any communication with parent/guardians of students is conducted in the parent's preferred language. On site staff provided interpretations for and to parents when possible. The staff members and their fluencies are named in Part IV, Question 1. If a parent needs additional support the school contacts the Translation and Interpretation Unit to meet the parent's needs.

Copies of the Home Language Survey is kept in the ENL teacher's binder, the student's cumulative record, and recorded on ATS. Since it is completed at the time of enrollment there is no outreach to parents necessary.

The Parent Survey and Selection Form is completed by the parent, and kept on file in the child's cumulative record, with a copy also in the ENL binder. Required information is reported on ATS. Parents are invited to the two workshops during which they view the Parent Orientation Video and complete the Parent Survey and Selection Form. If the parent requires language support an onsite staff member or the Translation and Interpretation Unit is utilized to provide for the parent's needs. If a parent does not attend the orientation, Ms. Catechis or Ms. Maroulis will reach out to parents in writing or over the phone to explain the importance of the orientation. Mutually convenient appointments are made to accommodate the parent's needs. A record of communications are kept in the outreach section of the ENL binder.

All ELL-related documents (including but not limited to those listed below) are kept in the student's cumulative record. The ELL documents are forwarded to DOE schools upon transfer to another DOE school as per all applicable policies.

Additionally, the school maintains an ELL Folder of Critical Documents which contains these documents in Ms. Maroulis' office for ease of review. The school keeps all records in accordance with the applicable laws and regulations pertaining to the retention of records, including but not limited to Chancellor's Regulations A-820 and the Family Educational Rights and Privacy Act (FERPA). Critical ELL documents include dated and signed copies of each student's: Home Language Identification Survey, Parent Survey and Selection Form, Program Placement Letter, Entitlement letter (newly identified ELLs), Continued entitlement letter (continuing ELLs), Non entitlement letter, Language Proficiency Team NYSITELL Determination Form.

Letters sent home and logs of phone calls are documented in the outreach section of the ELL binder. Parents sign in during the in-person meeting, and logs of these signatures are kept in the binder as well.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. 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 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. Parents are invited to attend events which celebrate cultural diversity and respect for all. Interactive student projects are designed to engage students in conversations about their learning with their parents. Language support is provided for parents in need by a staff member as named in Part IV, Question 1 or by contacting the Translation and Interpretation Unit.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

We will continue to use Beacon Goodwill 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 be offered the opportunity to 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. Language support is provided for parents in need by a staff member as named in Part IV, Question 1 or by contacting the Translation and Interpretation Unit.

5. How do you evaluate the needs of the parents?

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-school 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. Our Principal meets with parents at "Breakfast with the Principal" events which are designed to allow parents to speak in a less formal environment to express their concerns and provide suggestion and input to the ways in which their children learn.

6. How do your parental involvement activities address the needs of the parents?

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 Celebration of Friendship and Multicultural Dance Productions also allow parents to familiarize themselves with the diverse cultures shared in our school and allow students to showcase their pride in their nationalities. Translation services are utilized in order to foster native language understanding for parents at school activities.

D. Additional Information

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

Paste response here:

School Name: <u> </u>		School DBN: <u>30Q141</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Miranda Pavlou	Principal		1/1/01
Elaine Maroulis	Assistant Principal		1/1/01
Stella Catechis	Parent Coordinator		1/1/01
George Geist	ENL/Bilingual Teacher		1/1/01
Eve Avramovic	Parent		1/1/01
Alexandria Grosso	Teacher/Subject Area		1/1/01
Christina Kokoronisi	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Maria Tavella	School Counselor		1/1/01
Dr. P. Composto	Superintendent		1/1/01
Evelyn Mosquea Taveras	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **30Q141** School Name: **Steinway IS 141**
Superintendent: **Dr. P. Composto**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

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

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 inputted 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. 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.

Additionally, we collect data is from ATS Report of Preferred Languages, Blue Card Data, Parent Surveys and Teacher Surveys.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Greek, Spanish, Punjabi, Urdu, Bengali, French, Tagalog, Haitian-Creole, Arabic

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

All school memos including: opening school letter, parent-teacher conference announcements, after-school program information, NYS testing dates, field trip consent forms, and all letters from the school administration. Where available, templates for school holidays, parent-teacher conferences, and other DOE notices are utilized from the Translation and Interpretation Unit's intranet site.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent-teacher conferences (September 16, November 18, November 17, March 16, March 17 and May 11), Parent Coordinator Workshops (held monthly), Open Houses (Dates TBD), parent conferences scheduled for 40 minute Tuesday Parent Contact sessions, principal / parent meetings (on-going), Parent Meetings with ESL Coordinator (Dates TBD), guidance calls to parents, informal meetings with assistant principals and deans regarding student progress, absences, latenesses, etc

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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 how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Based on this data, requests for translators and interpreters are provided. Translators are provided at Parent Teacher Association meetings, 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.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

During September professional development, all staff members are made aware of translation services provided by the school and the DOE in order to ensure that translation and interpretation services are provided to parents as needed. All teachers received a copy of a Teacher Handbook which includes the telephone number for over-the-phone translation and interpretation unit.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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 is provided with 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 or 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.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Principal/Assistant Principal/Parent breakfasts are held to invite parents to discuss concerns, allow for suggestions and feedback of current school practices etc.
Parent Surveys are distributed and analyzed
Parent Coordinator workshops scheduled monthly, inclusive of all cultures and languages.