2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 30Q141
School Name: I.S. 141 THE STEINWAY
Principal: VANESSA WILLIAMS
Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

• Section 5A Framework for Great Schools Element - Rigorous Instruction
• Section 5B Framework for Great Schools Element - Supportive Environment
• Section 5C Framework for Great Schools Element - Collaborative Teachers
• Section 5D Framework for Great Schools Element - Effective School Leadership
• Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Steinway Intermediate School 141</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code:</td>
<td>343000010141</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>6th, 7th, and 8th</td>
</tr>
<tr>
<td>School Address:</td>
<td>37-11 21 Avenue Astoria, NY 11105</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718 278-6403</td>
</tr>
<tr>
<td>Fax:</td>
<td>718 278-2884</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:vwillia8@schools.nyc.gov">vwillia8@schools.nyc.gov</a></td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Vanessa Williams</td>
</tr>
<tr>
<td>Principal:</td>
<td>Vanessa Williams (IA)</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>George Geist</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Katina Barrous</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>George Geist</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Demetra Legatos</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent:</td>
<td>Philip Composto</td>
</tr>
<tr>
<td>Superintendent’s Office Address:</td>
<td>28-11 Queens Plaza North, LIC, NY 11101</td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:pcompos@schools.nyc.gov">pcompos@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718 391 8323</td>
</tr>
<tr>
<td>Fax:</td>
<td>718 391 6147</td>
</tr>
</tbody>
</table>

### Field Support Center (FSC)

<table>
<thead>
<tr>
<th>FSC:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director:</td>
<td>Lawrence Pendergast</td>
</tr>
</tbody>
</table>
Executive Director’s Office Address: 28-11 Queens Plaza North, LIC, NY 11101
Executive Director’s Email Address: lpender@schools.nyc.gov
Phone Number: 718 391 8222  Fax: 718 391 8320
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 and Family Engagement Policy and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with Chancellor’s Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vanessa Williams (IA)</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>George Geist</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Katina Barous</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Samin Chowdhury</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Rahama Junaid</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Maria Cornetti</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Stephanie Pereira</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Grace Ballas</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Anastasia Vourderis</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>John Grafanakis</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Katerina Bryan</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

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

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

Strong Schools, Strong Communities

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

The Department 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 five 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.

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

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. **Systems for Improvement:** Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

**School Quality Guide**

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

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

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

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

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

**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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).
- **Step 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**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
</table>

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

2018-19 CEP
single student who walks through our doors with a world-class education in a safe environment that is conducive to learning.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

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 ABEN (Association of Black Educators of New York) contest and received an honorable mention for the New York City Ezra Jack Keats Bookmaking Competition. In addition, in accordance with the Chancellors Regulation regarding college and career readiness for all, our objective was to build upon our students academic strengths, leading to a successful college transition. Every 7th and 8th grade class visited a college to get an understanding of future goals. Through these visits, they learned the importance of acquiring skills such as critical thinking, active listening, taking risks, effective communication, creative expression and research which are necessary for their future success. 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 of 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.

3. Describe any special student populations and what their specific needs are.

We have high expectations for all of our student groups, and we pay particular attention to our special education and ENL subgroups in order to ensure that they receive the scaffolding necessary to meet the rigorous demands outlined by the Next Generation Learning 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.

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.
We've made the most progress in ELA student achievement as a result rigorous instruction. Through engaging activities, setting of high standards and motivating instruction, intellect and critical thinking skills have been fostered. With the introduction of lead teachers, a culture of respect and continuous improvement has been solidified. Our key areas of focus for this school year is building academic vocabulary/language acquisition and building inferencing skills through the use of Word Generation.
### School Demographics and Accountability Snapshot for 30Q141

#### School Configuration (2018-19)
- **Grade Configuration**: 06,07,08
- **Total Enrollment (2017-18)**: 1107
- **SIG Recipient (Y/N)**: No

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

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 37
- **# SETSS (ELA)**: 50
- **# Integrated Collaborative Teaching (ELA)**: 100
- **# Special Classes (Math)**: 46
- **# Integrated Collaborative Teaching (Math)**: 98

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 27
- **# Music**: 16
- **# Drama**: 11
- **# Foreign Language**: 29
- **# CTE**: N/A

#### School Composition (2017-18)
- **% Title I Population**: 61.0%
- **% Free Lunch**: 56.5%
- **% Limited English Proficient**: 6.1%
- **% African American**: 3.6%
- **% Hispanic or Latino**: 33.8%
- **% American Indian or Alaska Native**: 3.7%
- **% White**: 37.4%
- **% Multi-Racial**: 1.5%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 0.5%
- **% Black or African American**: 3.6%
- **% Hispanic or Latino**: 33.8%
- **% Asian or Native Hawaiian/Pacific Islander**: 3.7%
- **% White**: 37.4%
- **% Multi-Racial**: 1.5%

#### Personnel (2015-16)
- **Years Principal Assigned to School (2018-19)**: 0.17
- **# of Assistant Principals (2016-17)**: 6
- **% of Teachers with No Valid Teaching Certificate**: 1%
- **% Teaching Out of Certification**: 9%
- **% Teaching with Fewer Than 3 Years of Experience**: 9%
- **Average Teacher Absences (2014-15)**: 7.6

#### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4**: 66.5%
- **Mathematics Performance at levels 3 & 4**: 59.0%

#### Student Performance for High Schools (2016-17)
- **ELA Performance at levels 3 & 4**: 66.5%
- **Mathematics Performance at levels 3 & 4**: 59.0%
- **US History Performance at Levels 3 & 4**: 23.7%
- **4 Year Graduation Rate**: 95.4%
- **6 Year Graduation Rate (2011 Cohort)**: 95.4%
- **% ELA/Math Aspirational Performance Measures (2015-16)**: 23.7%

#### Overall NYSED Accountability Status (2018-19)
- **Reward**: No Recognition
- **In Good Standing**: Yes
- **Focus District**: Yes
- **Focus School Identified by a Focus District**: No
- **Priority School**: No
- **Focus Subgroups**: N/A

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

#### Elementary/Middle School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Black or African American**: Yes
  - **Hispanic or Latino**: Yes
  - **Asian or Native Hawaiian/Other Pacific Islander**: Yes
  - **White**: N/A
  - **Multi-Racial**: N/A
  - **Students with Disabilities**: NO
  - **Limited English Proficient**: YES
  - **Economically Disadvantaged**: YES

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

- **Met Adequate Yearly Progress (AYP) in Science (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Black or African American**: N/A
  - **Hispanic or Latino**: NO
  - **Asian or Native Hawaiian/Other Pacific Islander**: NO
  - **White**: NO
  - **Multi-Racial**: N/A
  - **Students with Disabilities**: NO
  - **Limited English Proficient**: N/A
  - **Economically Disadvantaged**: N/A

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

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
  - **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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</td>
<td></td>
</tr>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
<td></td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
<td></td>
</tr>
</tbody>
</table>

- Based on analysis of the 2018 ELA results, an additional 5% of ENL students 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.

**School's Strengths:**

At Steinway IS 141, we believe that students should be engaged in rigorous instruction and provided adequate assessment opportunities to ensure student understanding. We believe language acquisition is at the core of student success. With this idea in mind, opportunities for students conversation are abundant within the classrooms. Opportunities for justification, clarification, questioning and making connections help foster language acquisition and use of academic vocabulary.

**Instructional Focus:**

Build teacher capacity to utilize vocabulary acquisition strategies across content areas to increase students' comprehension and higher-order critical thinking skills that support college and career readiness. To foster students' language acquisition, Word Generation will be utilized throughout all content areas. Word Generation emphasizes how to reason analytically, finding evidence in their reading, engaging in debate, expressing thoughts and ideas clearly, and developing an argument, all while enhancing inferencing skills.

**Schools Weakness:**

Achievement data indicates that our students are unable to apply critical thinking skills to synthesize information. This inability to decipher information to infer meaning is a direct result of our students’ limited academic language acquisition and their need to proficiently unpack and analyze rigorous text across the content areas.

An analysis of the 2018 June Instructional ELA Report suggests that across all grade levels students struggle to unpack higher-order inference questions in order to analyze various elements of the text. As a direct result of their
inability to unpack vocabulary, including the connotative and denotative meaning of a word, students are unable to derive inferential meaning from the text or the questions. Research suggests that “the relationship between vocabulary and reading comprehension is thought to be reciprocal, meaning that a reader who knows more words is likely to have better reading comprehension, while a reader who is successful with comprehension and frequently will have more opportunity to learn more words” (Feebody & Anderson, 1983; Stanovich, 1986). As such, vocabulary skills, comprehension, and inference work in unison to help us understand, process, and analyze texts across all content areas.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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.

By June 2019, the identified subgroups of ENLs, Former ENLs and SWD’s will improve their language-acquisition skills as demonstrated by a 3% increase on the NYS ELA Exam.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>• 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).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENLs/SWDs</td>
<td>November 2018 – June 2019 (1 x per week)</td>
<td>ENL teachers, SWD teachers, CITE staff developer, Principal/Assistant Principals</td>
</tr>
</tbody>
</table>

A CITE staff developer will be hired to support teachers of ENLs 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.

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.

Professional Development topics will include:

- Building Academic Vocabulary
- Connecting Content and Language for English Language Development
- Reading in the Content Areas: Improving Literacy in All Subjects
- Utilizing Word Generation across all content areas

| ENLs/SWDs | September 17, 2018 – June 2019: Mondays during 80 minute session, weekly teacher team meetings, monthly grade/faculty meetings, Borough Regional meetings as scheduled | ENL teachers, ELA teachers, SWD teachers, Principal/Assistant Principals, Network leaders and support staff, CITE staff developer |
• Social Studies Strategies for Active Learning

Analyzing student data at teacher team/Inquiry meetings (Pre/Post common unit assessments, 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 accordingly. Schoolnet and Skedula will be implemented to collect ongoing data from common assessments.

ENLs/SWDs

Data analysis of:
- September Baseline Assessments,
- November Benchmark Assessments,
- Midterm Assessments,
- Baseline, Mid-Year, and End-Year Lexile Assessments, ongoing common Mid and Post Unit Assessments

ENL teachers, ELA teachers, SWD teachers, Principal/Assistant Principals, data specialist

Parent workshops provided to parents of ENL/SWD students on such topics as:

- Promoting Literacy
- Homework help
- Academic vocabulary

ENLs/SWDs

Various dates TBD throughout September 2018 – June 2019

ENL teachers, SWD teachers, Principal/Assistant Principals, Parent Coordinator

After school ESL instruction: Supplemental support for NYS ELA and Math: Instruction includes test taking strategies, content area specifics, tips for becoming a better writer, time management techniques etc.

ENLs

October 2018 – June 2019 (2 x per week)

ENL teachers, ELA teachers, SWD teachers Principal/Assistant Principals

Title III money is utilized for a before school immigrant club. Children have breakfast with a teacher who discusses

ENLs

October 2018 – May 2019 (4x per week)

ENL teachers, ELA
various topics such as transitioning to a new country, and provides social emotional support for students of ELLs. Homework help is also provided for students in need.

| Title I ELA support: Teachers provide instruction and guidance for all Level 1 students in a small group setting. Instruction includes test taking strategies, content area specifics, tips for becoming a better writer, time management techniques etc. | ENLs | November 2018 – April 2019 (Various times per week, according to schedule) | ENL teachers, ELA teachers, SWD teachers, Principal/Assistant Principals |

### 3b – Parent and Family Engagement

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

Ongoing Parent Workshops, Development of Interactive Calendar to keep parents updated on scheduled exams, Open-door policy for parent visitations. Ongoing from September 2018 – June 2019

Our workshops will include such topics as promoting literacy, homework help, academic language acquisition, access to community resources, transition to Middle School, mastering the High school application process, and helping children become successful readers.

### 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.

Professional Development 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/borough/city. Title III money is used to fund this.

Common planning period 1 x per week

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

<table>
<thead>
<tr>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>X</strong> Tax Levy</td>
<td><strong>X</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>X</strong> C4E</td>
<td><strong>21st Century Grant</strong></td>
<td><strong>SIG</strong></td>
<td><strong>PTA Funded</strong></td>
<td><strong>In Kind</strong></td>
</tr>
</tbody>
</table>

### Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2019, the identified subgroups of ENLs, Former ENLs and SWDS will improve their language-acquisition skills as demonstrated by a 3% growth from their baseline assessments.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

i-Ready/Zip Grade (common unit assessments) data assessment.

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

Section 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Data Trends, Source, and Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td></td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and</td>
<td></td>
</tr>
<tr>
<td>action plan for this Framework element?</td>
<td></td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you</td>
<td></td>
</tr>
<tr>
<td>are supporting the whole child?</td>
<td></td>
</tr>
</tbody>
</table>

Based on the data from our Learning Environment Survey with regards to school culture, 80% of students at IS 141 feel that there is at least one adult in the school that they can confide in, trust and be supported by. The work of our teachers, students, guidance counselors, social worker, psychologist, deans and administration supports success of students by providing a trusting environment that allows students to thrive in a challenging yet rewarding school setting. There is also the belief that all students should engage in rigorous common core aligned instruction that is geared towards our school goals and college and career readiness. By the end of this year, our goal is for an additional 3% of students at IS 141 to have at least one staff member that they can trust and feel supported by. We can ensure the success of our students by learning more about who they are as individuals and making sure that they know that they are cared for.

Part 2 – Annual Goal

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

By June 2019, an additional 3% of our students will know of at least one staff member that they can trust, confide in and be supported by as measured by the learning environment survey administered at the end of the school year.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students grade 6 through 8</td>
<td>September 2018 – June 2019</td>
<td>Administration, Student Government Representatives, Deans, teachers, students</td>
</tr>
<tr>
<td>Sixth grade students</td>
<td>September 2018 – June 2019</td>
<td>Administration, Deans, teachers and students</td>
</tr>
<tr>
<td>All students grade 6 through 8</td>
<td>September 2018 – June 2019</td>
<td>Administration, Deans, teachers and students, parents</td>
</tr>
<tr>
<td>All students grade 6 through 8</td>
<td>September 2018 – June 2019</td>
<td>Administration, Deans, teachers</td>
</tr>
</tbody>
</table>

- **Student government representatives from each class will meet on a monthly basis to discuss ways to promote and respect within our school. Each of our academy Assistant Principals (3) is responsible for spearheading Respect For All activities that encourage unity within the building. Each student agenda book contains an oath that student sign at the start of the school year declaring their commitment to respect and kindness amongst one another.**

- **Sixth Grade Advisory Program:** This program allows the opportunity to discuss issues of concern such as bullying, peer pressure, academic pressure, self-esteem, drug and alcohol etc.

- **School-Wide events:** organize school sponsored events such as Back to School Night, Parent Teacher Conferences, Multicultural Fair, Awards Night Ceremonies and Spring Arts Showcase to introduce families to the stakeholders within our building in order to establish a culture of trust, trust, trust, trust.

- **Continuous cycles of professional development to discuss strategies to promote positive student-teacher relationships among all students, including, students with disabilities and ENLs,**

### 3b – Parent and Family Engagement

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

**Ongoing Parent Workshops, Development of Interactive Calendar to keep parents updated on scheduled exams, Open-door policy for parent visitations. Ongoing from September 2018 – June 2019. Key personnel responsible for implementation and oversight include the Assistant Principals and Parent Coordinator.**

### 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.
Master schedule programming to allow for common planning time

Monday Professional Development Conversations

Teacher Team Meetings

Cabinet meetings with administration and staff developers

Academy Interdisciplinary Meetings

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>C4E</th>
<th>21st Century Grant</th>
<th>SIG</th>
<th>PTA Funded</th>
<th>In Kind</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By February 2019, 5% of our students (45 students) will have met this goal as evidenced through informal surveys administered mid-year.

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

By the end of February 2019, progress will be reviewed using a school created Learning Environment Survey as compared to the results in June 2018. Adjustments to the action plan will be made as necessary.

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

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

In ELA, data indicates that our students are unable to apply critical thinking skills to synthesize information. This inability to decipher information to infer meaning is a direct result of our students’ limited academic language acquisition and their need to proficiently unpack and analyze rigorous text across the content areas. Only, 56.7% of ELA students are proficient in inferencing. Similarly, an analysis of the 2018 June Instructional Math Report reveals that when students are presented with mathematical computations and concepts in isolation through multiple choice questions, they are better able to calculate and compute accurate responses. However, when the same mathematical concepts are embedded in word problems requiring an analysis and dissection of ideas in constructed response, students have difficulty accurately answering the question and deciding which skills apply to the problem. There is a disparity between multiple choice and constructed response questions with only 34% of students achieving success in answering constructed responses.

Our focus will be on building teacher capacity to utilize vocabulary acquisition strategies across content areas to increase comprehension and higher-order critical thinking skills.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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.

By June 2019, teachers will engage in weekly planning and inquiry study to look at multiple forms of data to improve instructional practices, with focus on the high leverage students and measuring their growth through common assessments, as evidenced by 3% increase in their benchmark assessments for all students.
Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of Spring 2018 NYS ELA and Math Exams, baselines, mid-year benchmark assessments, and ni and post classroom assessments.</td>
<td>Teachers</td>
<td>September 2018– June 2019</td>
<td>Professional Development Committee, teachers, Content Specialists</td>
</tr>
<tr>
<td>Weekly Professional Learning Inquiry Cycles by Department and Teams</td>
<td>Teachers</td>
<td>September 2018– June 2019</td>
<td>Administrators, Content Specialists, Teachers</td>
</tr>
<tr>
<td>Teachers who attend outside Professional Development sessions will turn-key new found information and data protocols to the staff to implement in classrooms. Such topics will include strategies for improving achievement our ENL and SPed population.</td>
<td>Teachers</td>
<td>September 2018– June 2019</td>
<td>Administration, Professional Development Committee, teachers, coaches</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

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

Ongoing Parent Workshops, Development of Interactive Calendar to keep parents updated on scheduled exams, Open-door policy for parent visitations. Ongoing from September 2018 – June 2019

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.

- Professional Development Team Meetings
- Master schedule programming to allow for common planning time
Monday Professional Development Conversations

Teacher Team Meetings

Create and maintain schedule to turn-key outside learning to colleagues (one Monday per month.)

Cabinet meetings with administration and staff developers

Academy Interdisciplinary Meetings

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>X</strong></td>
</tr>
<tr>
<td><strong>X</strong></td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2019, teachers will submit the mid-year progress on their case studies for their lowest third students.

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

In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

After reviewing the Frameworks for Great Schools, we believe the principal sets the tone for the school, develops a climate of inclusiveness, and inspires staff and students with a clear vision for student achievement. Upon analysis of the Learning Environment survey, 85% of our teachers had an overall positive response in relation to Effective School Leadership (up from 81% the previous year). As such, in an effort toward continued improvement, through continued teacher discussion and feedback, we will collaborate with staff to build coherent instructional and social-emotional support that will lead to the improvement of student achievement.

Part 2 – Annual Goal

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

By June, 2019, school leaders will create and implement a professional development plan that builds teachers’ capacity to collaborate and create authentic lessons incorporating differentiation strategies and higher order questioning, resulting in an additional 3% of teachers having positive responses regarding Effective School Leadership as evidenced on the 2018-2019 Learning Environment Survey.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
<tr>
<td>Teachers</td>
<td>September 2018 – June 2019 (ongoing)</td>
<td>Principal, Assistant Principals</td>
</tr>
<tr>
<td>Teachers</td>
<td>September 2018 – June 2019 (ongoing)</td>
<td>Principal, Assistant Principals</td>
</tr>
<tr>
<td>Teachers</td>
<td>September 2018 – June 2019 (ongoing)</td>
<td>Principal, Assistant Principals</td>
</tr>
<tr>
<td>Teachers</td>
<td>September 2018 – June 2019 (ongoing)</td>
<td>Principal, Assistant Principals</td>
</tr>
</tbody>
</table>

Administrators will take part in Professional Learning Cycles that take place with teachers on Monday afternoon 80 minute sessions. In addition, administrators will attend outside professional development opportunities that are offered by the district/borough/city.

School leaders will set up continuous Professional Learning Cycles to turn-key new information learned at PDs, principal conferences etc. Such topics will include strategies for improving achievement our ENL and SWD population, and language acquisition strategies.

School leaders and teachers will establish goals for improvement based on feedback.

School leaders and teachers will regularly meet informally with teachers to establish rapport and address common concerns.

### 3b – Parent and Family Engagement

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

**Ongoing Parent Workshops, Open-door policy for parent visitations. Ongoing from September 2018 – June 2019**

### 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.
Title III money is used to fund this. Informal meetings will be held throughout the school day and during the Monday PLC 80 minute sessions.

Laptops will be utilized, Google Drive accounts will be created per subject for common/shared resources.

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

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Tax Levy</td>
<td>X</td>
<td>Title I SWP</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Title I TA</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Title II, Part A</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Title III, Part A</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Title III, Immigrant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SIG</td>
<td>PTA Funded</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PTA Funded</td>
<td>In Kind</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>In Kind</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By February 2019, an informal survey will be administered and completed by 100% of our teachers to address questions related to Effective School Leadership. A reflection piece will be incorporated in the survey to allow teachers to provide specific feedback with discussion points. In turn, this feedback will be used to revise and improve leadership goals.

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

**Results of the 2019 Learning Environment Survey**

.

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

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

**Part 1 – Needs Assessment**

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

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%. Our school staff is committed to creating a supportive environment where we welcome, value, and incorporate families and the larger community into our inclusive school and classrooms by continuing to work with our ENL and Special Educations populations.

**Part 2 – Annual Goal**

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, 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.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>September 2018 – June 2019 (ongoing)</td>
<td>Parent Coordinator</td>
</tr>
</tbody>
</table>

Our Parent Coordinator will host parent workshops including such topics as:

- Our 6th grade meetings will focus on such topics as:
  - *helping children adjust to a new school*
  - *homework policy*
  - *how to build positive behavior & self esteem in your child*
  - *how to “study” for midterms*
  - *how to help your ENL or Special needs student to succeed*

- Our 7th grade meetings will focus on such topics as:
  - *“the Middle Child Syndrome”*
  - *promotional grade policy*
  - *a look ahead to high school*
  - *After-School programs – your options in the Middle School*
  - *how to help your ENL or Special needs student to succeed*

- Our 8th grade meetings will focus on such topics as:
  - *making informed choices regarding high
<table>
<thead>
<tr>
<th>School</th>
<th>* transitioning to high school</th>
<th>*promotional criteria</th>
<th>*Specialized High School options</th>
<th>*how to help your ENL or Special needs student to succeed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sponsor subject-specific meetings to inform parents of yearly expectations</td>
<td>Parents</td>
<td>September 2018 – June 2019</td>
<td>Parent Coordinator, PC, Principal, Assistant Principals, Math Coach, teachers</td>
</tr>
<tr>
<td></td>
<td>Sponsor quarterly grade focused meetings</td>
<td>Parents</td>
<td>September 2018 – June 2019 (1x per quarter)</td>
<td>Parent Coordinator, Principal, Assistant Principals, Math Coach, teachers</td>
</tr>
<tr>
<td></td>
<td>Parent Workshops sponsored by our SWD and ELLs department to include such topics as:</td>
<td>Parents</td>
<td>September 2018 – June 2019 (1x per quarter)</td>
<td>Parent Coordinator, Principal, Assistant Principals, ELL teachers, SWD supervisor, SWD teachers</td>
</tr>
<tr>
<td></td>
<td>- How to assist your child with homework</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Conversational English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Fitting in while maintaining one's identity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Tips for promoting English speaking at home</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**3b – Parent and Family Engagement**

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.
Ongoing Parent Workshops, Open-door policy for parent visitations. Ongoing from September 2018 – June 2019

Part 4 – Budget and Resource Alignment

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

1. 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.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

Parent sign-in sheets will be analyzed to make sure that we are on target to meeting our goal. A tally will be taken February 2019. This will be compared to February 2018 data to ensure that we are close to meeting this goal. At this point we will have been over last years target by 5%. Upon analysis, further activities will be planned to ensure that this goal is met.

Documentation of workshops that are attended by our parents are documented and sign in sheets are stored by our school Parent Coordinator. This binder in maintained in our her office in Room 207.

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

Parent sign-in sheets

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
</table>
| English Language Arts (ELA) | Analysis of 2018NYS Exam results . | • Wilson Program
• QTEL:
• AIS I Reading:
• Modalities
• Brain-Pop
• Use of SMART technology
• SMART Notebook Gallery
• United Streaming
• i-Ready
• Utilize SMART Response software
• Utilize Plickers for instant data analysis
• For the Love of Reading: independent reading
• Additional Title I ELA support provided by ELA teachers | • 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 Gallery resources and interactive curriculum pages: Small group, whole group, & one-on-one instruction | • 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 after school hours
• SMART Notebook Gallery, SMART Response software: resources are available for teachers and students throughout the day and AIS before school and afterschool |
<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Analysis of 2018NYS Exam results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Wowzers Math Computer Program</td>
</tr>
<tr>
<td></td>
<td>• XP Math computer based program</td>
</tr>
<tr>
<td></td>
<td>• ELL Math: Incorporates QTEL strategies</td>
</tr>
<tr>
<td></td>
<td>• Brain-Pop, and United Streaming:</td>
</tr>
<tr>
<td></td>
<td>• Use of SMART technology</td>
</tr>
<tr>
<td></td>
<td>• SMART Notebook Math Tools</td>
</tr>
</tbody>
</table>

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

Title I ELA support: small group instruction

iReady: ELA

Program to assist teachers to differentiate instruction. Monitors student progress, sets student goals, provides engaging instruction

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 Streaming: One-on-one, small group or whole group instruction

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

Brain-Pop, and United Streaming: Instruction takes place during the school day
<table>
<thead>
<tr>
<th>Science</th>
<th>Analysis of classroom and Benchmark Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• AIS Services</td>
</tr>
<tr>
<td></td>
<td>• NASA Explorer School Services:</td>
</tr>
<tr>
<td></td>
<td>• Brain-Pop, and United Streaming:</td>
</tr>
<tr>
<td></td>
<td>• Use of SMART technology</td>
</tr>
<tr>
<td></td>
<td>• SMART Notebook Gallery resources</td>
</tr>
<tr>
<td></td>
<td>• Utilize SMART Response software and handheld wireless remotes</td>
</tr>
<tr>
<td></td>
<td>• Title I Math support: small group instruction</td>
</tr>
<tr>
<td></td>
<td>• iReady: Math Program to assist teachers to differentiate instruction. Monitors student progress, sets student goals, provides engaging instruction</td>
</tr>
</tbody>
</table>

|         | • 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 |

|         | • 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 during the regular day |
|         | • Use of SMART technology, SMART Notebook Gallery resources, SMART |
| Social Studies | Analysis of classroom and Benchmark Assessments | • NASA Explorer School Services: Whole group instruction  
• Microsoft Movie Maker: 
• Web Quest: Scavenger Hunt 
• 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 | • NASA Explorer School Services: Whole group instruction  
• Microsoft Movie Maker: 
• 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 | • NASA Explorer School Services: offered to students during the school day  
• Microsoft Movie Maker: Instruction is provided continuously during the school day  
• 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 |
<table>
<thead>
<tr>
<th><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></th>
<th><strong>IEP recommendations</strong></th>
<th><strong>All at-risk services are provided through one-on-one, small group or whole group instruction</strong></th>
<th><strong>ELL Afterschool SS: 2x per week (1 hour)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Counseling services provided by the guidance counselors</td>
<td>• Mandated and informal Lunch groups daily</td>
<td>• Crisis intervention</td>
<td>• ELL Afterschool SS: 2x per week (1 hour)</td>
</tr>
<tr>
<td>• Counseling services provided by the guidance counselors</td>
<td>• Mandated and informal Lunch groups daily</td>
<td>• Crisis intervention</td>
<td>• ELL Afterschool SS: 2x per week (1 hour)</td>
</tr>
<tr>
<td>• Mandated and informal Lunch groups daily</td>
<td>• Crisis intervention</td>
<td>• Counseling</td>
<td>• ELL Afterschool SS: 2x per week (1 hour)</td>
</tr>
<tr>
<td>• Crisis intervention</td>
<td>• Counseling</td>
<td>• Mandated</td>
<td>• ELL Afterschool SS: 2x per week (1 hour)</td>
</tr>
<tr>
<td>• Counseling</td>
<td>• Mandated</td>
<td>• Preventive</td>
<td>• ELL Afterschool SS: 2x per week (1 hour)</td>
</tr>
<tr>
<td>• Counseling</td>
<td>• Preventive</td>
<td>• At-Risk</td>
<td>• ELL Afterschool SS: 2x per week (1 hour)</td>
</tr>
<tr>
<td>• Counseling</td>
<td>• At-Risk</td>
<td>• Crisis</td>
<td>• ELL Afterschool SS: 2x per week (1 hour)</td>
</tr>
<tr>
<td>• Counseling</td>
<td>• Crisis</td>
<td>• Follow up</td>
<td>• ELL Afterschool SS: 2x per week (1 hour)</td>
</tr>
<tr>
<td>• Counseling</td>
<td>• Follow up</td>
<td>on attendance and lateness (407 forms)</td>
<td>• ELL Afterschool SS: 2x per week (1 hour)</td>
</tr>
<tr>
<td>• Counseling</td>
<td>• Follow up on attendance and lateness (407 forms)</td>
<td>• IEP</td>
<td>• ELL Afterschool SS: 2x per week (1 hour)</td>
</tr>
<tr>
<td>• Counseling</td>
<td>• IEP</td>
<td>o Construct</td>
<td>• ELL Afterschool SS: 2x per week (1 hour)</td>
</tr>
<tr>
<td>• Counseling</td>
<td>• IEP</td>
<td>IEP Goals</td>
<td>• ELL Afterschool SS: 2x per week (1 hour)</td>
</tr>
<tr>
<td>• Counseling</td>
<td>• IEP</td>
<td>o Attend</td>
<td>• ELL Afterschool SS: 2x per week (1 hour)</td>
</tr>
<tr>
<td>• Counseling</td>
<td>• IEP</td>
<td>All at-risk services provided through one-on-one, small group or whole group instruction</td>
<td>• ELL Afterschool SS: 2x per week (1 hour)</td>
</tr>
<tr>
<td>• Counseling</td>
<td>• IEP</td>
<td>All at-risk services are provided during regular school day</td>
<td>• ELL Afterschool SS: 2x per week (1 hour)</td>
</tr>
<tr>
<td>• Counseling</td>
<td>• IEP</td>
<td>All at-risk services are provided during regular school day</td>
<td>• ELL Afterschool SS: 2x per week (1 hour)</td>
</tr>
<tr>
<td></td>
<td>IEP Meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o</td>
<td>Referrals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o</td>
<td>ACS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o</td>
<td>Parent Contacts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o</td>
<td>Counseling Agencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conflict Resolution and Peer Mediation Strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Academic Intervention Team Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Attend Parent Meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide At-Risk Parent Meetings on High School Applications</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher Collaboration</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foster Academic Achievement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Section 7: Support for Students in Temporary Housing (STH)

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

**Supporting Students in Temporary Housing (STH)**
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

#### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) | 18 students |

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

   Work with Social service and family worker liason to ensure that students have the proper school supplies to receive an adequate education. Guidance counselor will schedule counseling sessions.

#### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year). | N/A |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: Title I Program Information

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

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

In order to ensure that only highly qualified teachers are instructing our students, we make certain that only qualified licensed teachers are hired in our school. We work closely with the NYC Fellows program to ensure that qualified, licensed math, ELA and Special Education teachers are placed in our school. Our goal is to obtain and maintain teachers who are licensed and teaching appropriately. Our licensed ELA and Math coaches will continue to provide the support and knowledge needed to help our ELA and Math teachers boost student success. High quality professional development will be provided throughout the year to ensure that the staff is highly qualified. Informal lunches with the principal will also be available in order to discuss planning, time management strategies, assessment and questioning techniques.

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).

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, iReady, 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.
Finally, we guide our staff to the various opportunities available to them from the Office of Professional Development which include:

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

Part 3: TA Schools Only

3a. Use of Program Resources
Describe how the TA program resources will assist participating children to meet proficiency.
N/A

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).
N/A

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 codes. 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 consolidated. **On the chart below,** indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>496,959.00</td>
<td>X</td>
<td></td>
<td>Section 5, 6, 7, 8</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>12,366.00</td>
<td>X</td>
<td></td>
<td>Section 5, 6</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>6,406,157.00</td>
<td>X</td>
<td></td>
<td>Section 5, 6, 7, 8</td>
</tr>
</tbody>
</table>

**Explanation/Background:**

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

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

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:
• Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

• A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

• **Title I 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)

### (Required for All Title I Schools)

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

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

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

---

### Educational Research

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Steinway Intermediate School 141Q**, in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary Education Act (ESEA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the **Steinway Intermediate School 141Q** 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.

---

### Support for Parents and Family Members of Title I Students

---
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;

**Parental Involvement and School Quality**

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., ESEA/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 Elementary and Secondary Education Act (ESEA);

● 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;

### Encouraging School-Level Parental Involvement

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children, parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### School-Parent Compact (SPC)

**Steinway Intermediate School 141Q** , in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary Education Act (ESEA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### 1. School Responsibilities: High Quality Curriculum

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
implementing a curriculum aligned to the Common Core State Learning Standards;

- offering high quality instruction in all content areas;

- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Elementary and Secondary Education Act (ESEA);

---

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;

- arranging additional meetings 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;

---

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

*Provide parents reasonable access to staff by:*

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

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for the Elementary and Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- 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

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 2018-19 SY

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

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

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

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

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

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

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School: _____</th>
<th>DBN: _____</th>
</tr>
</thead>
</table>

This school is (check one):
- [x] conceptually consolidated (skip part E below)
- [ ] 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):
- [ ] Before school
- [x] After school
- [ ] Saturday academy

Total # of ELLs to be served: _____

Grades to be served by this program (check all that apply):
- [x] K
- [ ] 1
- [ ] 2
- [ ] 3
- [x] 4
- [ ] 5
- [x] 6
- [x] 7
- [x] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [ ] 12

Total # of teachers in this program: _____

# of certified ESL/Bilingual teachers: _____

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

Describe the direct instruction supplemental program here and include the

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

Begin description here: 

In an effort to improve ELL performance, Steinway 141 will be offering an after school program for all current 6th, 7th and 8th grade ELL students to target specific needs. The program will support all Next Generation 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 SWD ELLs as well. The program will run on Wednesdays and Thursdays from 2:25 until 3:25 by 1 teacher certified in ESL and 1 additional teacher, a seventh grade Math teacher. The program will run from November 2018 through May 2019. There will be 18 Wednesday sessions and 18 Thursday sessions. Approximately twenty 6th, 7th and 8th grade ELL students will be attending. There will be a one combined 6th/7th/8th grade class. Instruction will take place in English. The instructional focus will be on developing their reading strategies and developing and improving writing skills. The Math teacher will collaborate through a co-teaching model with the licensed ENL 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. These materials are different from materials offered during their regular daily instruction. ENL 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 after school instruction. Attendance in these programs will be monitored daily. Attendance will be taken at each session and folders will be sent to the main office for storage and picked up everyday prior to the start of the program. All program notifications will be sent to the Office of Translation and Interpretation Services for translation in preferred home languages and then sent home to parents.

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 ELL programs in the after school program. This will enable us to meet 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 support language acquisition, including NYSESLAT Grades 6, 7, and 8 and NY Support Coach, STS, Target: Reading Comprehension Grades 6, 7, and 8.

Teachers will provide supplemental instruction aligned with the Next Generation Learning Standards 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 improved AMAO 2 scores on state assessments.

NYSESLAT: 2017/2018 results:

- Grade 6: Entering: 1.6%  
- Emerging: 15%  
- Expanding: 55%  
- Transitioning: 18%
Part B: Direct Instruction Supplemental Program Information

| Commanding | 10% |
| Grade 7 & 8: | Entering: 0% | Emerging: 8% |
| Expanding: | 58% | Transitioning: 14.5% |
| Commanding: | 19% |

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 ENL teachers during Monday PD afterschool opportunities to further supplement the 15% required professional development clock hours of ESL training. Our ENL certified teachers provide valuable instructional strategies for ELLs. Additionally, there are content and/or academy meetings that allow for interdisciplinary planning. ENL 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 ENL teachers clarifying all avenues necessary and receive new information pertaining to ELLs. All staff can use the internet to contact ENL teachers with specific questions and suggestions. Specific students are targeted by staff such as ENL, 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. Enhancing skills, knowing strategies, and understanding content and how to unpack that content in ways that students can understand are aspects of teaching that can be learned and improved upon. Therefore, Professional Development is vital towards improving the language acquisition and skills of ELLs, which in turn will lead to increased growth on the NYSESSLAT. Professional Development opportunities stress the need to emphasize the development of oral language skills and the need to focus on academic language and culturally inclusive practices. In addition, professional development will help teachers to become aware of the core similarities and differences between first and second language development and know common patterns and milestones of second language acquisition in order to choose materials and activities that promote language development. These professional development opportunities will positively impact the progress of ELLs. Teacher training and instructional support are an essential part of the success of both teachers and student achievement.
### Part C: Professional Development

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

> District 30 Division of ELLs and Student Support:  Pauline Samartzis (ELL Coach, Instruction and Technical Support Specialist) and Evelyn Mosqueda, ELL Services Administrator
> * Developing Title III LEP Plans

> ELL Certified Teachers: George Geist and Alexandria Grosso:  Professional Development sessions scheduled throughout the School Year during Monday Professional Learning Cycles for 40 to 80 minute sessions.
> * 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; 2018-2019 School year during ongoing Monday Professional Learning Cycles for 40 to 80 minute sessions.
> * What is the NYSESLAT?
> * ELL Content Strategies

> ELA Lead Teacher: Victoria Maccarone: Weekly grade meetings on Tuesdays with Alexandria Grosso
> * Content Area Training: infusing Next Generation Learning Standards
> * Danielson Framework

> Tak Hui: ELL certified Math teacher/ Data Analyst; Ongoing professional development during Monday Professional Learning Cycles for 40 to 80 minute sessions.
> * SmartBoards and the English Language Learners
> * Incorporating technology in the ELL classroom
> * Data collection and analysis

> News ELA, iReady : PD Dates to be determined...
> * Implementing iReady 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: Ongoing professional development cycles during Monday Professional Learning Cycles for 40 to 80 minute cycles.
> * Cultural differences and their influence on student achievement
> * How to help your child to prepare for assessments

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 C: Professional Development


Part D: Parental Engagement Activities

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

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

Begin description here: ______

Parental Involvement is planned by the parent coordinator in conjunction with the certified ENL 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 by the Language Interpretation Department or by members of our faculty who are fluent in the language. Furthermore, our Parent Coordinator calls parents of ELL students to inform them of upcoming events, utilizing an interpreter if necessary.

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 Multicultural International Food Festival and Multicultural Dance Productions also allow parents to familiarize themselves with the American culture and allows students to showcase their pride in their nationalities. Title III funds have been set aside for these parental engagement activities.

Various workshops throughout the 2018-2019 school year include:

> Family Engagement Series with EPIC for Children; Dates to be determined
> The Office of DELSS; Duration: Date tbd
   * Everything You Want to Know in One Evening: Information Session for Parents of ELLs
> School Sponsored ENL workshops: Various Wednesdays throughout the school year and during the Tuesday 40 minute Parent Engagement sessions. Duration: September 2018 - June 2019. Examples include...
Part D: Parental Engagement Activities

* 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

Documentation of workshops that are attended by our parents are documented and sign in sheets are stored by our school Parent Coordinator. This binder is maintained in her office.

> Beacon Goodwill Industries: Duration: September 2018 - June 2019
  * 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.

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Allocation Amount: $0
### Part E: Budget

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

<table>
<thead>
<tr>
<th>Allocation Amount: $______</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Travel</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Other</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Queens</td>
<td>The Steinway Intermediate School 141Q</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
<th>Coach</th>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
<th>Teacher/Subject Area</th>
<th>Parent</th>
<th>Related-Service Provider</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miranda Pavlou</td>
<td>Elisa Barresi</td>
<td>N/A</td>
<td>George Geist</td>
<td>Diane Christopher/Heather Mull</td>
<td>Alexandria Grosso / ENL</td>
<td>Katina Barous</td>
<td>J. Donovan</td>
<td>Dr. P. Composto</td>
</tr>
<tr>
<td>Coach</td>
<td>Maria Fiordimondo</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>George Geist</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
</tr>
<tr>
<td>Superintendent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>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)</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1124</td>
<td>59</td>
<td>5.25%</td>
</tr>
</tbody>
</table>
Part II: ELL Demographics

A. ELL Programs

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

Check all that apply

- Transitional bilingual education program (TBE) [Yes ☑️, No ☐] If yes, indicate language(s):
- Dual language program (DL) [Yes ☑️, No ☐] If yes, indicate language(s):
- Freestanding ENL [Yes ☑️, No ☐]

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

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

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

Our school utilizes Baseline Exams, i-Ready, online Performance Series assessments and teacher-created assessments. 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.

2. What structures do you have in place to support this effort?

Our school programmer coordinates block time to allow students to complete these common assessments. Common planning time is scheduled to allow teachers to score, analyze and discuss trends and common misconceptions based on feedback from these assessments.
3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

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 TBD% of our ENL population scored a proficiency level in 2017 and TBD% in 2018, 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. (THIS DATA WILL BE UPDATED WHEN RESULTS OF NYSESLAT ARE RELEASED)

4. What structures do you have in place to address interventions once the summative data has been gathered?

Common planning time is built in our school program to analyze student results. Once determinations are made, interventions are addressed within the classrooms through differentiate instruction techniques. In addition, teachers collaborate with the AIS teachers so that they, too, can address specific needs during their scheduled periods with the class. Also, our ENL coordinator was hired as a model teacher to facilitate instruction to target areas in need of improvement.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]

Not applicable.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].

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. (THIS DATA WILL BE UPDATED WHEN RESULTS OF NYSESLAT ARE RELEASED)

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

Our teachers meet during our Professional Learning Cycles on Monday afternoons to disseminate these findings and to research strategies to implement within the classroom. In addition, our ESL teachers meet with the ELA model/master teachers once a week to discuss trends/noticeings/misconceptions within their classrooms.

---

### Part IV: ELL Programming

#### Programming and Scheduling Information

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

   a. Freestanding ENL program.

      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: 90

- **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?**
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 differentiate instruction for each of the following ELL subgroups?
   - SIFE
   - 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, multiples 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).

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
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 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 Paraphrasing, 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.

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
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, 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.
8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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, and i-Ready. 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 class will receive at least one period of AIS Math and AIS ELA each week in the 2017-2019 school year. (THIS INFORMATION AND DATA WILL BE UPDATED WHEN RESULTS OF NYSESLAT ARE RELEASED and 2018-2019 schedule is finalized)

9. Based on data and trends, 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.

10. If you had a bilingual program, what was the reason you closed it?

At this time, there are no plans to discontinue any services or programs for ELLs.

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

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 ENL 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.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

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.

13. How is home language support assessed and 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.

14. 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.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

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. 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, Elisa Barresi, the assistant principal in charge of special education, Lori Adamo, guidance counselors, Heather Mullahy and Diane Christopher, and the parent coordinator, Stella Catechis.

17. What language electives are offered to ELLs?
   Last year ELL student were offered Spanish and/or Greek.

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

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

---

Professional Development and Support for School Staff

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

   ENL Teachers, George Geist and Alexandria Grosso receive feedback support and professional development provided by CITE; additionally, all ENL teachers participate in Common Core professional development and weekly professional development and feedback meetings provided by our master and model literacy teachers. 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 of ESL, Elisa Barresi, and Assistant Principal of ELA, Steven Tenaglia, will attend professional learning seminars throughout the year and will turnkey pertinent information to our other assistant principals, Lori Adamo, Vanessa Williams.

   She also turnkeys information to all staff members including but not limited to subject area specialists, guidance counselors, Ms. Mullahy and Ms. Christopher, ENL model 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 will again be hosted by George Geist for all members of staff.

   The upcoming ELA area specialists for the 2018-2019 year and George Geist, will be scheduled to attend professional development addressing co-teaching strategies. Again, they will turnkey this information, and all professionals and paraprofessionals 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.

   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 master/model teachers and via turn-key teachers who participate in Network-based professional development. We will continue to attend Professional Development sessions offered by our Queens North support specialist. We will continue to work closely with the ELL specialist for our district in order to continue to provide ongoing professional learning to all teachers of ELLs.
2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

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 teacher 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 our Assistant Principal addressing changes to the CR-154 and its appendixes.

Professional development as required by CR Part 154.2 is provided at I. S. 141Q on designated school days (Mondays and Professional Learning Cycle 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.

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. Christopher, guidance counselor, Ms. Mullahy, Ms. Barresi, 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. **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.

### 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:
Part V: ELL Identification Attestation

Principal Certification

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

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
### Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miranda Pavlou</td>
<td>Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Elisa Barresi</td>
<td>Assistant Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Stella Catechis</td>
<td>Parent Coordinator</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>George Geist</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Katina Barous</td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Alexandria Grosso</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Christina Kokoronis</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Heather Mullahy/Diane</td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Christop</td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Dr. P. Composto</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Evelyn Mosquea Taveras</td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

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

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

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary)</td>
<td>Catechis</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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

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

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

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

   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 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albanian</td>
<td>5</td>
<td>.31</td>
<td>5</td>
<td>.31</td>
</tr>
<tr>
<td>Arabic</td>
<td>93</td>
<td>5.85</td>
<td>97</td>
<td>6.1</td>
</tr>
<tr>
<td>Bengali</td>
<td>58</td>
<td>3.65</td>
<td>58</td>
<td>3.65</td>
</tr>
<tr>
<td>Bulgarian</td>
<td>1</td>
<td>.06</td>
<td>1</td>
<td>.06</td>
</tr>
<tr>
<td>Chinese</td>
<td>12</td>
<td>.76</td>
<td>11</td>
<td>.69</td>
</tr>
<tr>
<td>Croatian</td>
<td>2</td>
<td>.13</td>
<td>2</td>
<td>.13</td>
</tr>
<tr>
<td>Greek</td>
<td>10</td>
<td>.63</td>
<td>13</td>
<td>.82</td>
</tr>
<tr>
<td>German</td>
<td>3</td>
<td>.19</td>
<td>4</td>
<td>.25</td>
</tr>
<tr>
<td>Hungarian</td>
<td>1</td>
<td>.06</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mandarin</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>.06</td>
</tr>
<tr>
<td>Nepali</td>
<td>1</td>
<td>.06</td>
<td>1</td>
<td>.06</td>
</tr>
<tr>
<td>English</td>
<td>1130</td>
<td>71.11</td>
<td>1113</td>
<td>70.04</td>
</tr>
<tr>
<td>Pilipino</td>
<td>1</td>
<td>.06</td>
<td>1</td>
<td>.06</td>
</tr>
<tr>
<td>Punjabi</td>
<td>5</td>
<td>.31</td>
<td>6</td>
<td>.38</td>
</tr>
<tr>
<td>Polish</td>
<td>3</td>
<td>.19</td>
<td>3</td>
<td>.19</td>
</tr>
<tr>
<td>Portuguese</td>
<td>4</td>
<td>.25</td>
<td>3</td>
<td>.19</td>
</tr>
<tr>
<td>Russian</td>
<td>2</td>
<td>.13</td>
<td>1</td>
<td>.06</td>
</tr>
<tr>
<td>Senufo</td>
<td>1</td>
<td>.06</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>Slovak</td>
<td>1</td>
<td>.06</td>
<td>1</td>
<td>.06</td>
</tr>
<tr>
<td>Spanish</td>
<td>244</td>
<td>15.36</td>
<td>254</td>
<td>15.98</td>
</tr>
<tr>
<td>Tibetan</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>.06</td>
</tr>
<tr>
<td>Turkish</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>.06</td>
</tr>
<tr>
<td>Urdu</td>
<td>10</td>
<td>.63</td>
<td>10</td>
<td>.63</td>
</tr>
<tr>
<td>Ukrainian</td>
<td>1</td>
<td>.06</td>
<td>1</td>
<td>.06</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.
Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All school memos including: opening school letter, parent-teacher conference announcements, NYS testing dates and all letters from the school administration.</td>
<td>Monthly/ Weekly as necessary.</td>
<td>All memos are translated by school staff member who is proficient in a given language. Turn-around time for this is a day and are dispersed immediately upon receipt. In situations where our staff is not fluent in the given language, memos are sent to the Language Translation Interpretation Unit or The Big Word for translation. Turn-around time for this is approximately a week and are dispersed immediately upon receipt.</td>
</tr>
<tr>
<td>after-school program information</td>
<td>Monthly/ Weekly as necessary.</td>
<td>All memos are translated by school staff member who is proficient in a given language. Turn-around time for this is a day and are dispersed immediately upon receipt. In situations where our staff is not fluent in the given language, memos are sent to the Language Translation Interpretation Unit or The Big Word for translation. Turn-around time for this is approximately a week and are dispersed immediately upon receipt.</td>
</tr>
<tr>
<td>field trip consent forms</td>
<td>Monthly/ Weekly as necessary.</td>
<td>All memos are translated by school staff member who is proficient in a given language. Turn-around time for this is a day and are dispersed immediately upon receipt. In situations where our staff is not fluent in the given language, memos are sent to the Language Translation Interpretation Unit or The Big Word for translation. Turn-around time for this is approximately a week and are dispersed immediately upon receipt.</td>
</tr>
</tbody>
</table>
1. Letters from the school administration are sent out monthly/weekly as necessary. All memos are translated by school staff member who is proficient in a given language. Turn-around time for this is a day and are dispersed immediately upon receipt. In situations where our staff is not fluent in the given language, memos are sent to the Language Translation Interpretation Unit or The Big Word for translation. Turn-around time for this is approximately a week and are dispersed immediately upon receipt.

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

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-teacher conferences</td>
<td>September 18, November 27, March 26, and May 14</td>
<td>All meetings are provided translation services by a school staff member who is proficient in the given language. In situations where our staff is not fluent in the given language, memos are sent to the Language Translation Interpretation Unit or The Big Word for translation. Turn-around time for this is approximately a week and are dispersed immediately upon receipt. Phone conferences are arranged with Language Line Solutions for the time of meeting.</td>
</tr>
<tr>
<td>Open Houses (Dates TBD), principal / parent meetings (on-going), Parent Meetings with ESL Coordinator (Dates TBD), guidance calls to parents,</td>
<td>Weekly Parent Contact sessions (ongoing every Tuesday afternoon)</td>
<td></td>
</tr>
<tr>
<td>informal meetings with assistant principals and deans regarding student progress, absences, latenesses, etc</td>
<td>meetings dates are on-going</td>
<td>All meetings are provided translation services by a school staff member who is proficient in the given language. In situations where our staff is not fluent in the given language, memos are sent to the Language Translation Interpretation Unit or The Big Word for translation. Turn-around time for this is approximately a week and are dispersed immediately upon receipt. Phone conferences are arranged with Language Line Solutions for the time of meeting.</td>
</tr>
</tbody>
</table>
Parent Coordinator Workshops (held monthly) | Monthly Parent meetings (Dates TBD) | All meetings are provided translation services by a school staff member who is proficient in the given language. In situations where our staff is not fluent in the given language, memos are sent to the Language Translation Interpretation Unit or The Big Word for translation. Turn-around time for this is approximately a week and are dispersed immediately upon receipt. Phone conferences are arranged with Language Line Solutions for the time of meeting.

Parent conferences scheduled for 40 minute Tuesday Parent Contact sessions | meetings dates are on-going | All meetings are provided translation services by a school staff member who is proficient in the given language. In situations where our staff is not fluent in the given language, memos are sent to the Language Translation Interpretation Unit or The Big Word for translation. Turn-around time for this is approximately a week and are dispersed immediately upon receipt. Phone conferences are arranged with Language Line Solutions for the time of meeting.

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

All translation needs in the event of an emergency are provided by the Language Interpretation Unit. Phone robocalls are issued in the language requested. Teachers fluent in the language are also available to dispense pertinent information.

Part C: Training Staff on Policies and Procedure

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

A formal plan is currently being created to specify dates where all staff will be trained throughout the school year during various Mondays of our schools Professional Learning Cycle. Our Principal, Assistant Principals, ENL coordinator and Parent Coordinator will prepare documents for review with the staff which will include pertinent information regarding the procedure for using translation services and the over-the-phone interpretation services, and the DOE’s language access resources. Videos will be shown to the staff along with a group discussion session to follow. All new information learned throughout the school year will continuously be turn-keyed to the staff.
Part D: Providing Notice of Language Assistance Services

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

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

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 E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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.