



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME : PS 241-S.T.E.M. INSTITUTE OF MANHATTAN**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 03M241

PRINCIPAL: MS. DIANA DIAZ      EMAIL: DDIAZ2@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. ESTHER FRIEDMAN

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Ms. Diana Diaz	*Principal or Designee	
Ms. Linda Brown	*UFT Chapter Leader or Designee	
Ms. Priscilla Harris	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Ms. Ellen Darensbourg	Member/	
Ms. Gloria Dixon-Rivers	Member/	
Ms. Sakinah Dore	Member/	
Ms. Sharon Coggins-Clemente	Member/	
Mr. Anisul Hoque	Member/	
	Member/	
	Member/	



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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

### Annual Goal #1

By June 2012, all classroom teachers and cluster teachers will have created writing rubrics and checklists aligned to the Common Core Learning Standards for Writing. Teachers will use these checklist and rubrics to plan for the delivery of writing instruction as evidenced by lesson plans, curriculum maps, instructional tasks and student work that has been scored using the aforementioned checklist/rubrics.

### Comprehensive needs assessment

- Many teachers at PS 241 have had extensive training and are currently using the aspects of the Readers/Writers workshop model, however several teachers through looking at student work and conversations need a more detailed pacing calendar and writing curriculum so that they can become more effective at teaching writing.
- Therefore with the introduction of the Common Core Learning Standards, as a school, we have decided to use the CCLS to create checklist and rubrics to use in order to drive the writing curriculum. The CCLS will be used across the curriculum areas as we implement the **Magnet theme of S.T.E.M.** to integrate all core subject areas, such as ELA, Science, Math, Social Studies and Technology.

### Instructional strategies/activities

Since December 2010, we have been involved in the Federal Magnet Program with seven other schools, using the Atlas Rubicon Curriculum Mapping program.

- During the mid winter recess, our teachers worked attended Professional Development becoming familiar with Curriculum Because of this involvement, we have been using the Understanding by Design model to plan the yearly curriculum for grades Kindergarten through five..
- Our Network Achievement Leader is providing Professional Development on a regular basis to the staff on the CCLS with an emphasis on Reading and Writing.
- February 2011 Winter Break April 2011- Spring Break Curriculum Mapping Institutes were held to help staff become familiar with the Atlas Rubicon Curriculum Mapping program. All staff members were invited
- April 2011- Spring Break Curriculum Mapping Institutes were held to help staff become familiar with the Atlas Rubicon Curriculum Mapping program. All staff members were invited
- Summer Institutes during the months of July and August were held to assist the teachers with Unit writing. All staff members were invited
- September 2011- All staff members were encouraged to attend the 2-day Curriculum Mapping Institute to continue to develop their units of study.

- October 2011 through May 2012-Professional development will be offered in house and through Professional Development activities sponsored by our many S.T.E.M. partners. Organizations such as: New York Institute of Technology( monthly Saturday workshops for all staff members), Engineering Is Elementary ( monthly meetings held during the school day to assist teachers with lesson planning), Parsons School of Design ( workshops held at their location) all staff members are invited.
- Aussie Math and Literacy Support consultants provide bi-weekly professional development activities based on the needs of the teachers. Work cycles are implemented based on 6 weeks for a group of teachers.
- Studio In the School Professional Development workshops were held in October 2011 and a follow up workshop will be held in February 2012 to work with teachers on a different project.

#### Strategies to increase parental involvement

- Parents were introduced to the shift to the Common Core Learning Standards last school year. But this school year, during our first Parent Teacher Association meeting, parents were again reminded that their children would begin working in Reading, Writing and Mathematics towards the Common Core Learning Standards, and teachers would gradually shift their teaching during the course of the next few years.
- Parents were given benchmarks that their children are required to meet in November. They will receive additional benchmarks t in March and June of 2012, so that parents are constantly being kept up to date on that which their children are learning and that which their children are responsible for knowing.
- S.T.E.M. Monthly Family Nights will be held to engage Families with “ hands-on” activities based on Science, Technology, Engineering and Mathematics theme curriculum. Staff members will provide instruction on the different curriculum areas and activities for families to work together on a chosen project.
- Our Parent Coordinator and our Magnet Specialist work collaboratively to plan for and conduct parent workshops on Literacy and Mathematics and how parents can help them with given assignments and projects.
- A recent workshop, focused on how to read with your child the S.T.E.M. way to help promote Literacy development in their children. Using different strategies such as looking at pictures, sounding words out, creating sight word cards, along within and the importance of reading with their child every night.
- Other workshops planned are Parent Book clubs, looking at the different types of genres, so that they can go through the same process as their children, consequently, familiarizing themselves with the reading, writing process ( in their native language and or in English).
- All students and parents in grades K-5 will participate in school-wide publishing celebrations at the end of each unit. Student and parent work will be proudly displayed.

#### Strategies for attracting Highly Qualified Teachers (HQT)

- We have developed relationships with Teach for America, City College, Bank Street College, and the Department of Education

HR department to help us on our quest for Highly Qualified Special Education and ESL Teachers.

- In addition, we have 5 teachers that are Smart-Board certified which is a major part of our S.T.E. M. curriculum and a vital learning tool in today's classroom. Professional development will continue to be provided to other staff members in the Spring 2012.
- Our Magnet Specialist spends a great deal of time modeling for and mentoring our new teachers. We provide a minimum of 2 common periods per week, one of which the Magnet Specialist joins teachers and collaborates with them on using effective strategies when teaching Literacy and integrated subjects using the Magnet Theme. The other period is spent with either our Aussie Math consultant or our Literacy Support consultant in planning effective lessons or modeling a specific strategy.
- We also provide weekly Professional Development in-house on a variety of topics such as differentiated instruction, classroom management, Understanding by Design and Curriculum 21, that involves the improvement of students' work with a focus on writing. Using the Common Core Writing standards.
- Our Inquiry team this year is focusing on improving student writing to drive the writing instruction and support teachers with effective writing instruction

#### **Service and program coordination**

- In order to help us carry out our goal of creating a writing program based on the Common Core Learning Standards, we work with **Curriculum 21** (to integrate writing across all subject areas with an emphasis on the S.T.E.M. theme) the **Museum of Natural History**( to help teachers and students make connections between Science and Social Studies) and the **Atlas Rubicon Corporation** ( so that we have access to software that allows us to effectively map our curriculum and align it to the Common Core Learning Standards).
- We have partnered with the following organizations to help integrate the S.T.E.M theme into all curriculum areas: Caramoor-Music/Art, New York Institute of Technology, Stevens Institute ( engineering and science), Studio in the School ( art expression), Community Works ( dance, music and drama), Arts Connection( art, music), etc.

#### **Budget and resources alignment**

As a Title I School wide Program school, conceptual consolidation will allow us to combine Federal and local funds such as Fair Student funding( Tax Levy), Title 1 funds, Title III , Magnet funds and human resources to implement this action plan from September 2011,- June 2012 as indicated below:

- Our Magnet Specialist are funded through the Federal Magnet monies
- Our teachers and administration are paid through the Federal Magnet monies received via a grant to the 8 NYC schools
- Per diem substitutes and payment of consultants to participate in in-house Professional development, Winter and Spring Curriculum Mapping Institutes are paid through the Federal Magnet monies received via a grant to the 8 NYC schools.
- An additional 10% of Title I funds is used to support on-going Professional Development.

## **ANNUAL GOAL #2 AND ACTION PLAN**

### **Annual Goal #2**

By June 2012, the number of English Language Learners in grades K-1 and 2-4 who score at the proficient level on the NYSESLAT Reading/Writing Sections will increase from 33% to 38% for K-1 and for 2-4 from 23% to 28%.

### **Comprehensive needs assessment**

- After conducting a two year trend analysis of student performance data on NYSESLAT assessment, our students in the lower grades traditionally do very well on the Speaking/Listening sections of this exam. Unfortunately, they do not progress as rapidly on the Reading/Writing Sections. It is unclear whether this difference is because our students are not reading or writing in their native language either, so they have no ability to transfer information from one language to another or if Reading/Writing are simply much more difficult concepts for them to acquire.
- Incorporating the Common Core Reading/Writing Learning Standards and providing effective lesson planning using the S.T.E.M. Curriculum Overview and providing intensive Professional Development to our staff of teachers will help to drive the writing instruction in the classroom.

### **Instructional strategies/activities**

- Our students need more specific, detailed instruction in reading and writing, our ESL teacher does a combination of push-in and pull-out services.
- The ESL teacher uses two computer based programs, "Imagine Learning" and "Destination Reading" both of which are geared towards English Language Learners at all level. These programs focus on having students complete both reading and writing activities based on their level of need. The computer system then assesses and tracks student progress. This

assessment/tracking system gives teachers, data ideas and helps to formulate lesson plans that can support and align with the students' areas of weaknesses.

- The classroom teachers and the clusters teach Science, Literacy, Social Studies and Mathematics through our Magnet theme of S.T.E.M. integrating subject areas. The ELL student has the opportunity to teach content-specific subjects through strategies and activities that have been proven successful for our ELL students at all levels of instruction.
- Our ESL, General Education and Student with Disabilities teachers are given time in their schedules to meet regularly with our Magnet Specialist and our other consultants to develop educational goals for our students. The ELL students participate in all after school academic and recreational programs and during their 37.5 minutes of Extended Day I to provide them with small group instruction and to familiarize themselves with 4 sections of the NYSESLAT and effective test taking strategies.

### **Strategies to increase parental involvement**

- Our school is comprised of many families whose first language is not English. We do our best to communicate with them in English as well as their home language. This is often done through translation services and our school Parent Coordinator who speaks Spanish fluently.
- Our school psychologist is also available assist our parents whose native language is French. Any workshop that is offered is given in English and Spanish using translation and interpretation unit as well as a myriad of paraprofessionals, school aides to assist our parents. Additionally, since our goal is to increase the reading/writing scores of K-2 English Language Learners, we are seeking support from New York Cares organization to host ESL classes for parents during the day. We are hoping to teach parents to read and write English so that they will be able to help their children with homework assignments and school projects.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- As with our other goals, we will continue to work with local colleges and universities to recruit highly qualified ESL teachers to support our ELL students. We consider the majority of the staff to be highly qualified; we will encourage them to go back to school to get their ESL and/or Bilingual extensions to continue to support our ELL students.
- This year, the Department of Education provided extensive information for all teachers on how to obtain this additional certificate due to the shortage of ESL teachers.

### **Service and program coordination**

- +To assist our ELL students and their parents to become more proficient in reading and writing English, we have partnered with the following organizations: NYC Immigration Coalition, Parsons School of Design, New York Cares organization ( ESL classes) and the Stevens Institute, Alley Pond, Arts Connection, and New York Hall of Science to provide workshops and trips to assist parents in the acquisition of the English language. These organizations will support our school community with real-life experience, engaging activities that would help them to support their children's' academic progress.

- Monthly S.T.E.M. Family Nights are held monthly to keep parents informed about activities and investigations that relate to the S.T.E.M. Magnet theme.

### **Budget and resources alignment**

**As a Title I school wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Students Funding( Tax levy), title I funds, Title III, Federal Magnet Funds and human resources to implement his action plan from September 2011-June 2012 as indicated below:**

- Per diem substitutes and payment of presenters (consultants) for teachers to participate in in-house and outside Professional Development , Learning walks, etc. is paid for with the 5% of the title I School wide Projects monies that can be used to support Professional Development of teachers to ensure that they become highly qualified.
- An additional 10% of Title I funds will be used to support on-going Professional Development. Also, we will pay for Parental Involvement activities and programs with 1% of Title I funding; this funding is discussed with and approved by the School Leadership Team and Title I parent representatives. Afterschool ESL programs will be funded through the Title III LEP monies.

## ANNUAL GOAL #3 AND ACTION PLAN

### Annual Goal #3

- By June 2012, the percentage of Students with Disabilities in Grades 3-5 who pass the New York State ELA will increase from 3% to 10%.

### Comprehensive needs assessment

- *Based on our 2010 New York State school report card, we did not meet the **Annual Yearly Progress** indicators for our **Students with Disabilities**. In 2011 we made AYP for all our student subgroups. This means we are in a holding pattern for our State Accountability. Because of this, we will carefully look at informal classroom assessments, running records, the recent Interim Assessments and anecdotal records in each class containing SWD's . This information will allow us to provide effective lesson planning and rigor for all students to become successful.*

### Instructional strategies/activities

- We will re-evaluate students who are overdue for their third mandated review or students who have not made significant progress in their current setting. We will then make program recommendations based on newly acquired information.
- We will increase the use of the Foundations and Wilson (double-dose) for students who are deficient in phonics and phonemic awareness.
- We are working on the development of a writing curriculum focusing on the Common Core Learning Writing Standards to support teachers and students in writing. This writing curriculum will allow teachers to create several different tasks to meet the individual educational goals of our SWD students.
- Our Inquiry team consisting of general education and special education teachers will look at submitted work samples and writing rubrics to inform instruction and provide effective lesson planning.
- Every four weeks, the informal data and other assessments will be reviewed and modifications will be made if needed.
- Timeline: September to June -Benchmarks December/January, March, May

### Strategies to increase parental involvement

- The parents of our Student with Disabilities will be invited to attend a variety of parent workshops. The first workshop was a Citywide workshop (offered in each borough across New York City) during which the new IEP was introduced and explained to them.
- In-school workshops will include additional information on how to read and interpret the new IEP, how SESIS will help their children and how parents can help their children who have special needs.
- Information on resources/organizations available for Friends of the Children, New York Families for Exceptional Children, New York

Cares, Committee on Special Education, Studio in a School, New York Institute of Technology New York Hall of Science, Stevens Institute, Community Works, Arts, Connection, Museum of Natural History etc.

- The RTI Team will sponsor workshops on various topics of interest for the parent of Students with Disabilities throughout the school year based on a survey done by the Parent Coordinator.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- In order to attract High Qualified Teachers, we are working with Touro College, Bank Street College, Teach for America to have student teachers work in our building, so that we can assess their abilities while offering them Professional development opportunities
- The students often complete their degrees and are given the opportunity to work for us as substitute teachers. Once employed by us, we offer buddy teachers and mentors so that these teachers have every opportunity to hone their skills by working collaboratively with “master teachers” observing their colleagues at work with our students
- Having our teachers visit other schools within our network and participation on Learning Rounds our other CFN 410 schools within our network

### **Service and program coordination**

- We are involved with several programs and organizations that in conjunction with the instructional/strategies explained above, help us to achieve this goal,
- Among these programs and organizations are: MTI- Broadway Junior which allows our students to perform a dramatic play each school year. This is our 6<sup>th</sup> year participating with this organization. New York Cares, ( phonics program) Cisum Music program which teaches our students to read and play a variety of musical instruments, Engineering is Elementary hands-on engineering program

### **Budget and resources alignment**

As a title I School wide program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (tax levy), Title I funds, Title III, SIIG funds and human resources to implement this action plan from September 2011-June 2012 as indicated below:

- Our Special Education teacher and Academic Intervention personnel is funded by Fair Student Funding and Contract for Excellence monies. Materials used to support our programs ( ex. Wilson, Foundations are funded with Title I and School Wide Projects monies)
- Our School Based Support team who is responsible for reevaluating our SWD’s and working with at-risk students is funded by Tax Levy SBST shared funds.


## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

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

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

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

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

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

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

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

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

### ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	0	0	N/A	N/A	3	0	3	0
<b>1</b>	2	2	N/A	N/A	1	0	1	0
<b>2</b>	2	3	N/A	N/A	4	0	3	1
<b>3</b>	2	4	N/A	N/A	1	0	0	2
<b>4</b>	4	5			4	0	2	6
<b>5</b>	5	6			5	1	2	0
<b>6</b>								
<b>7</b>								
<b>8</b>								

9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<b><u>Delivery of Services:</u></b> A combination of small group and individualized instruction during the school day as well as individualized programs for the Saturday Academy (scheduled to begin in January 2012). <b><u>Program types:</u></b> Flexible grouping using sub skills identified through Acuity. Targeted Intervention Math and Reading-a scaffold test prep source.used to support our students
<b>Mathematics</b>	<b><u>Delivery of Service:</u></b> Academic Intervention Services in Mathematics consist of push-in and pull-out services during the day 1-2 times per week for students in grades 3-5. <b><u>Program types:</u></b> Flexible grouping using sub skills identified through results of Interim Assessments Tests. Targeted Intervention Math and Reading-a scaffold test prep source used to support our students.
<b>Science</b>	<b><u>Delivery of Service:</u></b> Academic Intervention Services in Science consists of push-in services during the day 1-2 times per week for students in grades 3-5. <b><u>Program type:</u></b> The Intervention program utilized the FOSS Science program to reinforce vocabulary and content literacy.
<b>Social Studies</b>	<b><u>Delivery of Service:</u></b> At risk services are in small groups for all grades 1-2 per week. <b><u>Program types:</u></b> The intervention program utilized “Just Right” reading books in specific genres that relate to the appropriate grade level social studies unit.
<b>At-risk Services provided by the Guidance Counselor</b>	<b>At risk services</b> are provided in small groups and individually addressing behavioral and academic concerns. Services are provided in 4-6 week cycles with the hope of resolving the issues for the student and staff members. Parental contact and support is always

	implemented.
<b>At-risk Services provided by the School Psychologist</b>	School Psychologist meets one on one or with a small group of students to discuss their behavior and/or academic issues, so that these issues can be resolved. The psychologist speaks Spanish, French and English and supports several students and their parents with academic or behavioral concerns. Parental contact and support is always implemented.
<b>At-risk Services provided by the Social Worker</b>	<b>At risk services</b> are provided in small groups and individually addressing behavioral and academic concerns. Services are provided in 4-6 week cycles with the hope of resolving the issues for the student and staff members. Parental contact and support is always implemented
<b>At-risk Health-related Services</b>	<b>At risk services</b> are provided in small groups on asthma and epi-pen awareness and maintenance. Training is provided using “Open Airways” once a week for a 6-week cycle. Staff members and administrators are trained in the use of epi-pen for students who have allergic reactions to food or medications.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our 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 our school community. Our school 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;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents.

The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school 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**

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

#### **I. School Responsibilities**

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

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

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

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN: 03M241 School Name: S.T.E.M Institute of Manhattan**

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic             Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)                             External School Curriculum Audit (ESCA)  
                           Joint Intervention Team visit (JIT)                             Not Required for 2011-2012

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

We found that a systemized structure was not effectively used to analyze evaluative data in order to modify instructional resources to adequately support the ELLs, SWDs and Special Education Students. Teachers were not able to evaluate the content and set-up a process to determine what elements required revision and implement adequate ways to interpret, modify and use data. Additionally communication with families regarding student progress is an area in need of further improvement.

We also discovered a need for rigorous increase in academic tasks so that all learners benefit from learning experiences to expand their thinking in all subject areas.

Additionally we found that supplemental staff was not as engaged in direct instruction as assigned as a result of attending to behavioral matters thus hindering the expected academic progress.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Special attention will be given to implementing and ensuring that a structure for effectively evaluating and analyzing data collected is used and modifications will be made to support the special subgroups in each category as identified. The subgroups will be closely monitored throughout this process and the home and school partnership will be strengthened and improved. An effort will be made to enhance rigor and tasks for the subgroups. We will ensure that daily instruction is differentiated so that all the subgroups are well engaged and adequately challenged according to their specific instructional needs.

### **Part B: For Title I SINI Schools Only**

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

professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Teachers will be engaged in intensive Professional Development in the areas of Curriculum Mapping/Writing, Workshops on the Common Core State Standards for teachers and administrators, Differentiated Instruction, Partnerships with Curriculum 21, New York Institute of Technology, Learning.com, Presentations by our CFN 410 Network, Common Planning across grades, workshops in Technology Integration, art integration, Improving home and school partnerships, EIE (Elementary Engineering), Parsons School of Design, Behavior Management Workshops, Charlotte Danielson Workshops, AUSSIE Consultants, Imagine Learning, Inquiry Teams, Demonstration Lessons,

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development. AUSSIE and the Literacy Support Consultants will provide training, model lessons; the Magnet Specialist will provide additional supports in the area of curriculum mapping/writing individually and whole group, and demonstration lessons, Studio in the Schools provide demo lessons and art integration, Technology will be infused and support by New York Institute of Technology, CFN provides onsite mentoring for ESL teacher twice per month.
  
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand. Parents received a letter informing them on the status. A parent meeting is scheduled for Thursday, December 15 at 9AM to discuss and explain the school identification.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>type here</b>	District <b>3</b>	Borough <b>Manhattan</b>	School Number <b>241</b>
School Name <b>P.S 241 STEM Institute of Manhattan</b>			

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

Principal <b>Diana Diaz</b>	Assistant Principal <b>Ms. Navarro</b>
Coach <b>Ms. Sue Rayson</b>	Coach <b>Ms. J. Ditton-Mathematics</b>
ESL Teacher <b>Ms. M. Samuels</b>	Guidance Counselor <b>Mr. D. Marelli</b>
Teacher/Subject Area <b>Ms. R. Petev</b>	Parent <b>Ms. Priscilla Harris</b>
Teacher/Subject Area <b>Ms. Sabree</b>	Parent Coordinator <b>Ms. M. Perez</b>
Related Service Provider <b>Ms. Schupp</b>	Other <b>Mr. James Lark</b>
Network Leader <b>Altagracia Santanatype</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

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

### D. School Demographics

Total number of students in school	<b>113</b>	Total Number of ELLs	<b>30</b>	ELLs as share of total student population (%)	<b>26.55%</b>
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## Part II: ELL Identification Process

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

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

Once a new student registers at PS 241, a licensed pedagogue administers the Home Language Language Identification Survey HLIS. At that time the licensed pedagogue trained in the intake process conducts an informal interview in English and/or in the parent's native language. Based on the result of the HLIS and the parent interview, it is determined whether or not the student will be administered the Language Assessment Battery Revised ( LAB-R) in English and/or in Spanish where applicable. An ESL pedagogue administers eligibility based on a HLIS. The LAB-R is hand scored by the pedagogues before being delivered to the Scan Center. According to the LAB-R results, students identified as English Language Learners (ELLs) are properly placed into the correct program classes. Every school year, we have ongoing Parent Orientation Meetings for parents of ESL students. The fully certified ESL pedagogue, conducts this orientation meeting in September within the first 10 days of student registration based on the HLIS, along with the help of other staff members and provides an agenda and sign-in sheet for the parents. The Assistant Principal, Parent Coordinator and fully licensed translators are also present at the orientation to assist and provide the translation services for school documents such as the Parent Survey and Program selection forms. At this meeting, we show the parents the Parent Choice Video from the Department of Education. This video is viewed in all the languages that represent our population. These languages include English, Spanish and Bengali. Once the video is viewed, parents receive the Program Selection Letters in their native languages. We have many staff members present to translate questions that parents who are less proficient in English may have. After reviewing the Program Selection Forms, the children are then placed in an appropriate setting. We hold make-up orientation meetings later in September for those parents who were unable to attend the initial meeting. Parents who do not attend the meeting are notified again via back-packed letter and/or telephone calls translated when appropriate. Documentation of such meetings is kept on record. Students whose parents do not attend are placed in the default school, or in our case, freestanding ESL. Parents' surveys reflect the model choice to be freestanding ESL, based on the Aspira Consent Decree. Currently, we have no records of Parents' requesting a Bilingual Program. Very rarely do the parents opt out of ESL program in favor of bilingual program. If there is a choice for bilingual education from more than 15 parent surveys from the same home language in two contiguous grades, we will create a bilingual bridge class. Our ESL Orientation Team informs parents what options they have if they want their child in a program that is not taking place at our school. The Team also ensures that the systems comply as mandated by CR 154. For those parents who do not attend orientation we follow up with individual phone calls to ensure that they understand the nature of all available programs. At this time, they complete the program selection form after viewing the video in their preferred language. The students who are receiving continued ESL support receive entitlement letters explaining the need for continued service and parent options. Second and third notices are sent home with students, if needed, to ensure that parents are informed about their child's educational services. After the parents have made their choices about the program, we enter the data into ELPC the new page on ATS. This new program will help us to monitor trends in parents' choice, which again, favour a freestanding ESL program over bilingual education. The NYSESLAT is administered to all ELLs yearly. In order not to miss any student, our ESL teacher and the Assistant Principal runs the RLR report to obtain the list of all entitled/ eligible students and facilitate this exam. An ESL licensed teacher takes part in the administration of all four sections of the exam. Accommodations are provided as per each individual student's IEP. All of our students who are either a "beginner or intermediate" as per their NYSESLAT or LAB-R score, are receiving a minimum of 360 minutes of ESL service per Commissioner's regulation (CR) Part 154. Those students who have been classified as "advanced", as per their NYSESLAT

or LAB-R score are receiving 180 minutes of service per week as per CR Part 154. In addition, our ESL teacher "pushes into" classes of those students who are not in self-contained ESL classes, but are required to receive 360 or 180 minutes per week as per CR154. In both learning environments, instruction is provided in English 100% of the time.

## Part III: ELL Demographics

### A. ELL Programs

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

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

#### This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	25	Special Education	4
SIFE	1	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	

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

ELLs by Subgroups									
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	25	1	4	5		1				30
Total	25	1	4	5	0	1	0	0	0	30

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	3	1	1	2									10
Chinese														0
Russian														0
Bengali	1			1		1								3
Urdu														0
Arabic						1								1
Haitian														0
French	3		1			2								6
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	2	2	2	2	1								10
<b>TOTAL</b>	<b>8</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>0</b>	<b>30</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

1.

a.

The organizational model for ESL instruction at PS 241 consists of both: pull out and push-in models. In a push-in model the ESL teacher works with homogenous or heterogenous grouping depending on task. In the pull out sessions students are grouped both according to their grade and their proficiency levels. In both models a variety of instructional approaches are used in order to make the contents comprehensible and to enrich the vocabulary development.

b.

In the push-in model , the ESL teacher works together with the whole group of ELLS( heterogenous) group and differentiates the instruction according to students' various proficiency levels. In the pull out model the teacher pulls out a homogenous proficiency level group( sometimes across different grades) .

2.

In the effort to provide students with the mandated number of hours, the ESL teacher pushes into the beginning level students' classrooms and later on pulls them out for instruction. By means of that beginner students receive 60-90 minutes of instructional time. Similarly, intermediate students receive 45-60 minutes of instructional time in a push in or pull out model.

3.

In both models a variety of instructional approaches are used in order to make the contents comprehensible and to enrich the vocabulary development. For beginning and intermediate students teachers utilize a variety of manipulatives, pictures. During group activities beginning students are also paired up with advanced students who willingly help beginning ELLs. Graphic organizers are widely used in ELA blocks but also in science. Our staff is also focused on providing explicit phonics and word study instruction which facilitates the comprehension of texts. Content material is also made more comprehensible to students due to our school's wide use of technology such as computers and smartboards which provide interactive and fun approach to content areas covered in class.

4.

We use Spanish Lab to initially assess Spanish speaking students.

5.

A. SIFE students will be initially placed with the beginner ELLs in grade appropriate classes and receive intervention services from an ESL teacher for a total of 360 minutes a week. We make sure that social, emotional, and cultural needs of SIFE students are addressed. An ESL teacher focuses mainly on literacy and numeracy skills of those students. In doing so, we use developmentally and age appropriate ,

## A. Programming and Scheduling Information

linguistically enriching and culturally relevant materials. These students will also be mandated to attend 37.5 minute of extended day for extra support. The instruction for those students will be differentiated based on their proficiency levels and formal and informal assessments. Upon further assessments those students will be placed in grade appropriate setting according to their individual needs. Classrooms will be equipped with the Award Reading program as well as Imagine Learning computer program that is design to support the needs of ELL students.

B.

Newcomers are encouraged to participate in all classroom activities by means of non verbal communication. An emphasis will be placed on the development of the Basic Communication skills. A TPR ( Total Physical Response) approach will also be widely used. In P.S 241 we will also rely on the use of realia, visual aids, repetition and graphic organizers. Mainstream classroom teacher will place newcomers into groups with other more advanced students to enhance language acquisition of all levels based on research as Vygotsky's zone of proximal development. All ELLs will also be actively using our Computer Based Literacy program such as Imagine Learning and Destination Reading. In many instances the school's bilingual pedagogues work with beginning students to make sure that students understand the rules and codes of behaviour in the school.

C.

ELL students in school from 4-6 years are receiving academically rigorous instruction focusing on Academic Language Development. Those students need various ESL strategies and vocabulary development. Small group instruction will be a key instructional method for this group. In addition, this group of students will receive AIS, extended day and Title 3 instruction

D.

DOES NOT APPLY

6.

P.S 241 uses a variety of instructional materials in order to deliver the best possible instruction for ELL students. In the mainstream classroom students learn by using the Accelerated literacy Workshop model for ELA, and Everyday Math for mathematics. Modern Curriculum Press Materials for phonics are used across the grades. Thus, level A is used to enhance phonics' instruction in grade 1 and, level B would be used for second grade, correspondingly. Phonics instruction in early grades (K-2) which is crucial for the development of students' reading skills is additionally developed by using of FUNDATIONS program. Our rich libraries are also available on varying levels; A-Z. This enables students with varying reading skills to have access to materials based on their grade and reading level. For science the school uses the FOSS program which is rich in manipulatives and live experiments. Since we have become a STEM school last year we are focused on the project based learning that integrates the three branches of STEM: science technology, engineering and mathematics. As a result we are creating projects and designs that reflects students' deeper understanding of scientific, technological and mathematical concepts.

### Courses Taught in Languages Other than English ⓘ

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

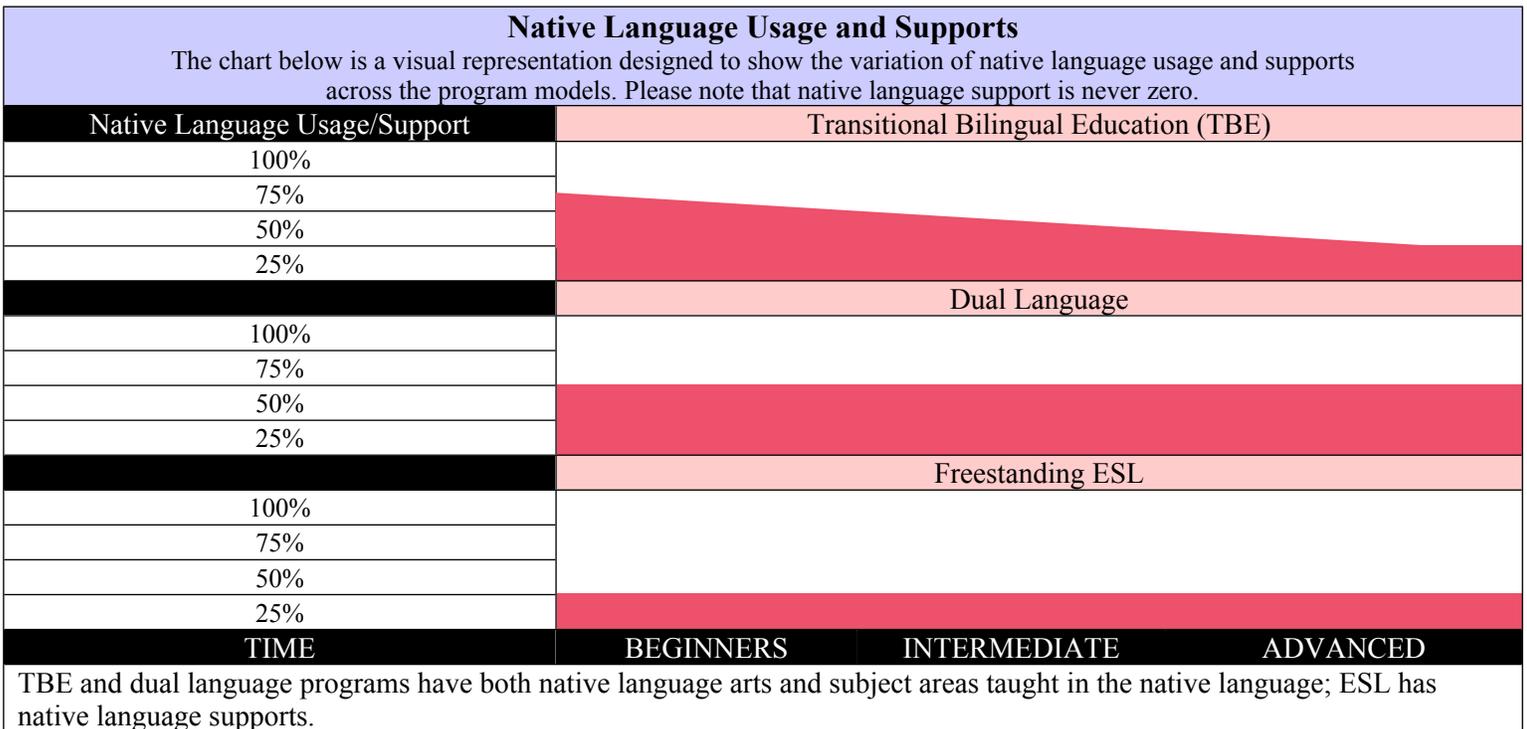
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

## B. Programming and Scheduling Information--Continued

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

8.

STEM Institute of Manhattan has an push-in/pull out program based on the levels of the students. ELL students are involved in the Extended Day program where they receive targeted intervention programs for Reading and Mathematics. Our school has reduced class size in all grades, so that all students receive individual attention to meet their needs. In order to enhance ESL instruction, P.S 241 bought two highly regarded computer based programs for ELLs; Destination Reading and Imagine Learning. The former is designed to work as a supplement to daily reading instruction. Imagine Learning, on the other hand, is designed to help students in mainstream as well as in ESL classroom. Both programs adjust their level to that of a student providing them with engaging, tailored assistance.

9.

P.S 241 is using the following plan in order to provide support to former ELLs who have passed the NYSESLAT exam: the school continues to give support services for one to two years, depending on the assessment of individual needs. Former ELLs receive extended time testing accommodations for up to two years after testing out of NYSESLAT. These students might also be asked to participate in the extended time program for extra support.

10.

For this year the STEM Institute of Manhattan is planning to incorporate more technology into daily instruction for ELLs. Therefore, students will be using Imagine Learning—an interactive computer web based program with proven rate of success. Students struggling with reading will also have access to Destination Reading a computer program that addresses the needs of struggling readers. Thanks to our new technology lab students will have more opportunities to for interactive and visual learning both of which enhance the instruction for ELLS.

11.

P.S 241 is not considering a discontinuation of any of its programs.

12.

The ELL students at P.S 241 are encouraged to participate in afterschool program. We are providing students with opportunities to participate in The Broadway Junior program where students can get and develop their drama and musical skills. An afterschool music program is also available for students who want to learn to play on various musical instruments. Additionally, the school will be offering a Saturday Test Prep Academy in order to prepare students for standardized tests in May. ELL students are always invited to participate in our enrichment programs. We invite them by sending information letters to parents in which we describe the specifications of the program, its operation hours, and names of the instructors. As long as parents agree and return a consent letter, ELL students become enrolled in the programs.

13.

P.S 241 uses a variety of instructional materials in order to deliver the best possible instruction to its ELL students. In the mainstream classroom students learn by using the Accelerated Literacy Workshop Model for ELA, and Everyday Math for Mathematics. For Science the school uses the FOSS program which is rich in manipulatives as well as live experiments which enhance students' understanding of scientific concepts. In all the above mentioned instruction blocks the teachers strive to use a variety of manipulatives, graphic organizers and hands on activities in order to provide a necessary visual and organizational tool for ELL learners.

14.

P. S 241 strives continually to include students' native languages in the daily instruction. Students who are not able to express themselves in English are encouraged to use their native language in writing and in speech. Thanks to some of the bilingual staff at the school, students are assured that their languages are appreciated and valued.

15.

P.S 241 focuses on using grade appropriate materials. Thus, in K-2 language instruction focuses on literacy development and number concepts. The employment of many visuals and manipulatives (Bingo games, Alphabet Match Me game) engage and provide sensory stimulation to students assuring the necessary learning. P.S 241 uses a variety of instructional materials in order to deliver the best possible

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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## E. Parental Involvement

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

1.

The Parents of the our ELL students are offered ESL training workshops to support their children as they academically grow and acquire the language. Parents are given the opportunity to attend DOE presentations and correspondence is sent home in Spanish, other languages can be translated upon request. Parents are also encouraged to comitees such as Parent Teacher Assosiation and the School Leadership Team. They are also encouraged to participate in school activities such as field trips, shows and assemblies.

3.The needs of the parents are addressed in the Parent Coordinatior survey that is distributed in September to every parent of an ESL student.

4. The parents of our students have been increasingly curious about our school's new STEM curriculum. In response , we have created monthly STEM nights during which we present, demonstrate and inform parents about our new STEM curriculum.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

1.

STEM Institute of Manhattan provides extensive Professional Development to our ESL teacher. We provide a school mentor and our Network CFN 410 works on a contionuos basis with the ESL teacher. Additionally, the ESL teacher being in her second year of teaching is receiving two forty five minute mentoring sessions with a highly qualified teacher professional ( till the end of October). Training for our teachers is done on site/ off-site and through the DOE. Additionally, General Education Teachers receive 10 hours of Professional development focusing on ESL techniques and methodology.Our certified ESL teacher attends PD sessions from our Network Support ESL specialist. Opportunities for off site professional Development as those offered by the Office of English Language Learners (OELL) are given to our teachers to fulfill this mandated Professional Development.

2.

The support offered to our ELL students as they transition from elementary to middle school consists of informational advisory sessions with the ESL teacher and classroom teachers about their Reading/Math levels from NYS exams, informstion from the NYSESLAT exams along with student goals. Additinally, teachers of transition grades are participating in ELA inquiry team which allows them to adress skills that students have difficulty with. During Chancellor's Day the entire staff which includes the Principal, Assistant Principals, ESL teacher/ coordinatior, common Branch teachers, subject area teachers, paraprofessionals, special eduaction teachers, psychologists, occupational therapists, speech therapists, guidance counselor participate in professional development to address students' needs.

3.

Training for our teachers is done on site/ off-site and through the DOE. Additionally, General Education Teachers receive 10 hours of Professional development focusing on ESL techniques and methodology. Our certified ESL teacher attends PD sessions from our Network Support ESL specialist who provides necessary support in running ELL documentation, and in issues of compliance. We also provide weekly professional development (on Thursdays) which address Common Core standards and ELL methodologies. We keep records of

## D. Professional Development and Support for School Staff

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## E. Parental Involvement

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

1.  
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3. The needs of the parents are addressed in the Parent Coordinator survey that is distributed in September to every parent of an ESL student.

4. The parents of our students have been increasingly curious about our school's new STEM curriculum. In response, we have created monthly STEM nights during which we present, demonstrate and inform parents about our new STEM curriculum.

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	2	2	1		1								11
Intermediate(I)		3	1	2	1	2								9
Advanced (A)	2		1		3	1								7
Total	7	5	4	3	4	4	0	0	0	0	0	0	0	27

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

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

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

1.

The assessment tools used to evaluate the early literacy skills of our ELLs are the ECLAS-2, Fountas and Pinnell, informal classroom observations, pre/post assessments administered in the classes, and rubrics. This information is shared with the classroom teachers and cluster teachers to inform their instructional practices. Thus, the results of ECLAS 2 drive the instruction in determining the grouping for the reading program Soar to Success. Moreover, it provides data about students who are, or are not meeting the grade benchmarks for phonemic awareness/reading skills. For students who fall below the benchmark designated by ECLAS 2 we recommend AIS and extended day program where students might get extra support.

At the moment it is impossible to notice a general trend based in ECLAS assessment as students' individual results represent a various skill levels.

2/3

We evaluate the success of our ELL program by the scores from the NYSESLAT and New York State exams. Beginning and intermediate ELL students appear to struggle on the NYS Standardized ELA and Math exams due to their struggle to grasp the English Language. The scores for majority of students taking NYSESLAT and LAB-R reveal that students tend to score high on the speaking and listening

### Additional Information

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

Paste additional information here

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	2	9	7	0	18
5	1	7	3	0	11
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1		8		7		3		19
5	2		6		4		0		12
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		6		9		0		17
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam	
Number of ELLs Taking Test	Number of ELLs Passing Test

	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test							0	

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Paste additional information here

## Part VI: LAP Assurances

<b>School Name: STEM INSTITUTE OF MANHATTAN</b>		<b>School DBN: 3 M241</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. DIANA DIAZ	Principal		10/14/11
MS. E. NAVARRO	Assistant Principal		10/14/11
MS. M. PEREZ	Parent Coordinator		10/14/11
MS. M. SAMUELS	ESL Teacher		10/14/11
PRISCILLA HARRIS	Parent		10/14/11
MS. R. PETEV	Teacher/Subject Area		10/14/01
MS. L. BROWN	Teacher/Subject Area		10/14/01
MS. S. RAYSON	Coach		10/14/11
MS. J. DITTON	Coach		10/14/11
MR. D. MARELLI	Guidance Counselor		10/14/01
SANTANA CFN 410	Network Leader		10/14/11
	Other		10/14/01
	Other		10/14/11
	Other		10/14/11
	Other		10/14/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 03      School Name: PS241**

**Cluster: \_\_\_\_\_      Network: 410**

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

**Part A: Needs Assessment Findings**

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

PS 241-STEM Institute of Manhattan uses the data which parents have filled in questions one and two from part 3 of the home language form to determine the language of translation and interpretations for each parent. For transfer students, the home languages are checked using the RPOB report and based on this information, the parents language preferences are verified in ATS. The data is compiled to determine the school wide translation and interpretation needs.

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

The English Language Learners at PS 241-Stem Institute comprises one third of our student population. Ten students speak Spanish, 6 students speak French, three students speak Bengali, one student speaks Arabic and ten students speak several different African dialects including Wolof and Fulani. Therefore, wirtten translations of school documents and signage should be rovided in Spanish while the school is not obligated to provide such translations in those dialects. The findings will be reported to the teachers at the monthly Faculty Conferences and to the parents during the Fall and spring Parent Teacher conferences and to all other support staff members during Administration meetings and Magent Cabinet Meetings.

## Part B: Strategies and Activities

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

All parent memorandums and school notifications are translated into the appropriate home languages and mailed/ backpacked with students. The school also uses the telephone message system, "School Messenger" translated in those languages to keep parents informed about school closings, special events, writing celebrations and other school programs,

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

PS 241-STEM Institute of Manhattan will provide written translation in Spanish of all documents. Documents which are short in length (one page or less than 500 words) will be translated in house. For longer documents, PS 241 STEM Institute will request translation from the Translations Units for Haitian, French and Bengali speakers, all documents sent home will have a cover letter indication that translation can be provided upon request. The remaining non-covered languages have no written translation at this time, therefore a written translation will not be provided.

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

As per Chancellor's Regulation A-663, the parent who speaks a covered language will be provided with the translated version of the Bill of Parent's Rights and Responsibilities. Signs indicating that translation is available are currently displayed in the school's entrance and the personnel who staff the entrances and the main office have been supplied with Language Identification cards. The School Safety committee will include procedures to assist parents who do not speak English in the School Safety plan.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS 241 S.T.E.M. Inst. of Man	DBN: 03M241
Cluster Leader: C. Croll	Network Leader: Altagracia Santana
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply):
<input type="checkbox"/> *K <input type="checkbox"/> *1 <input type="checkbox"/> *2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1
# of certified ESL/Bilingual teachers: 0
# of content area teachers: 1

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

### Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of After School Program and Saturday Academy. The Saturday program will begin on January 14th and end on March 31st for a total of 10 sessions. The participation in the program will depend on parents' permission, parent schedules and other afterschool activities. Our participation rate is 90 %.

Grades served in this program will be: K, 1, 2, 3, 4, and 5.

The total number of teachers in this program will be 1 ESL certified teacher and 1 Certified Common Branch teacher teacher.

Rationale for the program:

P.S 241 is involved the process of ensuring that ELL students are provided with academic support. As a result, the After School Program and Saturday Program are a means through which ELL students can receive additional academic support in English language and content subjects.

Subgroups and grade level:

The program will serve students in grades K-5.

Afterschool program: Two groups: K-2 and 3-5 grade students. The sessions will begin on Tuesday, January 10, 2012 through June 06, 2012 for a total of 40 sessions. The ESL teacher will provide differentiated instruction for the K-2 group and a certified Common Branch teacher will provide instruction to the students in grades 3-5. Both teachers will ensure that each student will receive grade appropriate support in content and ESL.

The Saturday Academy will provide academic services to all ELL students in grades K-5. Our ESL teacher and a certified Common branch teacher will provide instruction for ELL students. The students will be grouped in the following ways:

1. K-2
2. 3-5

## Part B: Direct Instruction Supplemental Program Information

Schedule and duration:

After school-twice a week; sessions will be held on Tuesday and Wednesday. 1 hour and 45 minutes. The program will begin on Tuesday, January 10, 2012 through June 06, 2012 for a total of 40 sessions.

Saturday: once a week; 3 hours. 10 Sessions beginning on Saturday, January 14, 2012 and ending on March 31, 2012.

Language of instruction:

English.

Number and type of certified teachers: 2 teachers ( Our ESL teacher and a Certified Common Branch teacher)

Types of materials:

Students will be using computer based program "Imagine Learning" which addresses the academic needs of all students with the emphasis on Special Education and ESL students. The "Imagine Learning" program, builds student literacy skills, reading comprehension and based on the student needs as addressed in the placement test. Students in the After School program will be using test preparation materials based on the four component areas that will support them in preparation for the upcoming NYSESLAT exam. The materials to be used for the Saturday program, will consist of sample questions and reading passages to enhance their Literacy skills. The school will examine the materials being offered for ELL students by Pearson Learning and Attanasio & Associates that will best prepare them for the upcoming Spring exams.

## 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:

STEM Institute of Manhattan provides training to the teachers involved in TITLE 3 program. The ESL teacher is provided with professional development opportunities through attendance at sessions organized by the CFN 410 and in-house and out-house consultants. Additionally, general education teachers receive 10 hours of professional development focusing on ESL techniques and pedagogy. Teachers will be provided with additional resources during our weekly Thursday designated Professional development sessions. These resources and strategies will allow teachers to enhance the ELL students listening, writing and reading skills. Each classroom teacher is provided with NYSESLAT and ELL scores of their students so that informed instructional adjustments could be made to meet the needs of all

### Part C: Professional Development

students.

The STEM Institute of Manhattan will make every effort to address the needs of ELLS. Through the implementation of L.A.P. and the monitoring of students progress, the teachers involved in serving the ELL population hope to help every student in their educational endeavors.

### 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:

The community at STEM Institute of Manhattan is fully aware that the education of students is a mutual effort of parents and teachers alike. As a result, we will make every effort to reach out to the parents of ELLs as to help this group of students in attaining their educational goals. Thus, the parents of our ELL students are offered ESL training workshops to support their children as they grow academically. ELL parent workshops will be held on Saturdays beginning, January 14th, January 21st, March 10th, and March 31st to inform parents about instructional strategies that could be used at home. The workshops will be hosted by our Parent Coordinator, the Principal and the ESL teacher. Parents are also given the opportunity to participate in committees such as Parent Teacher Association and School Leadership Team. Once a month, parents of all students are also invited for a two hour breakfast with the Principal, during which various topics are discussed. Since P.S 241 has become a STEM school this year, our team makes every effort to involve the parents of all the students in learning about our curriculum. Therefore,

**Part D: Parental Engagement Activities**

every month, under the leadership of the MAGNET SPECIALIST, various members of our staff organize one hour FAMILY STEM NIGHT during which parents are invited to participate in interactive learning about various aspects of our curriculum.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		

