



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 241- STEM INSTITUTE OF MANHATTAN

DBN (03M241):

PRINCIPAL: MS. DIANA DIAZ

EMAIL: DDIAZ@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. ILENE ALTSCHUL

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. Teresita Marte	*UFT Chapter Leader or Designee	
Ms. Joseline Rosso	*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/UFT	
Ms. Gloria-Rivers Dixon	Member/UFT	
Ms. Cythnia Johnson	Member/UFT	
Ms. Sharon Coggins	Member/Parent	
Ms. Kathy Cagel	Member/Parent	
Ms. Kay Hutchinson	Member/Parent	
Ms. Florence Lee	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year.

Build teacher teams capacity to align STEM Magnet units of study with the Common Core Learning Standards (CCLS) in response to student learning needs. By June 2013, two teacher teams of K-2 staff members and 3-5 staff members, including paraprofessionals and cluster teachers will align STEM Magnet Units of study with the CCLS in response to student learning.

Comprehensive needs assessment

- Continuing to build on the previous years' Magnet Planning/Implementation, each grade will implement two Common Core aligned units in the areas of English Language Arts, Mathematics, Social Studies and Science that will be well-aligned to selected standards as indicated by CCLS alignment protocols developed by the teachers in collaboration with our Network Achievement team
- Embed the skills outlined in the relevant Common Core Instructional shifts for students in grades K-5
- Assess student learning with a rigorous performance task as indicated by Webb's Depth of Knowledge
- Teachers and Administrators will be part of the pilot program **Teacher Effectiveness Initiatives** using the 3 competencies, IE- Lesson Planning, 3B- Questioning and 3D- Assessing students to improve student academic performance on standardized exams, classroom projects, teacher prepared quizzes, end of unit assessments and benchmark assignments.

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:

- Teachers will participate in weekly common planning meetings throughout the school year with the support of the Aussie Math and Literacy Support consultants who will assist with writing effective and model them
- Stem Magnet Specialist will be provided with a weekly schedule from the administration on teachers in need of supports in modeling,
- Teacher teams including paraprofessionals will examine student work from the previous school year to understand gaps in student knowledge or skills and inform the revision of their instructional units
- Administrators will meet weekly with the K-5 teachers, paraprofessionals, clusters and Magnet Specialist to coordinate the work across the grades providing scaffolding when needed
- Teachers will have additional opportunities to earn per session for curriculum planning, inquiry meetings and joining the Magnet Leadership committee
- Teachers will be included in all informal observations (learning rounds) and will have the opportunity to provide feedback to their colleagues based on these low inference observations. Each teacher will be visited 19 times during the school year for these observations in addition to the formal observations.
- Our Network CFN 410 is providing Professional Development based upon the needs of the survey designed for our teachers. The PD will be done every other week with an emphasis on the shift of the Common Core Learning Standard and our two Inquiry questions.
- Network team will accompany administration and teacher teams on monthly learning rounds to support this Initiative.
- Summer Institutes will be offered during the months of July and August 2013 to assist teachers with the re-writing (if necessary) of units. All staff members will be invited and per session will be offered
- The timeline for implementation is:
 - a)1-2 samples of Stem Magnet units of student work exhibiting the qualities of copies of performance tasks, rubrics and student work every two weeks: 9/12, 11/12/, 1/13, 3/13/, 4/12/, 5/17
 - b) Professional development meetings, agendas, sign in sheets and time sheets are held every Thursday, based upon the Professional development calendar created by administration, network, consultants, service providers and teacher needs survey.
 - c)Calendar Change Request-Professional Development- 6-half days on the third Friday of each month to support our staff on the three competencies for

Teacher Effectiveness and the Inquiry Process.

d) Monthly learning rounds including teachers, their peers, administration and Network Achievement coach with feedback provided orally and written with 24 hours of the observation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 1. **School Website- with Parent Link to Common Core Learning Standards**
 2. **Common Core Workshop- Introduction**
 3. **Principal's Monthly Breakfast**

Budget and resources alignment

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

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

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

If other is selected describe here: MAGNET Grant 2010=2013 –Federal 3year Desegregation Grant

Service and program coordination

As a Title 1 School Wide Program, 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 through June 2013 as indicated below:

- Our Magnet Specialist will be funded through the Federal Magnet monies
- Our teachers and administrators will be paid per session through the Federal Magnet monies received via a grant to the 8 NYV Magnet schools.
- Per diem substitutes and payment of several consultants to participate in in-house Professional development, after school curriculum writing and the Spring 2013 Mapping Institutes will be funded through the Federal Magnet monies received via the Federal Grant
- Title I funds will be used to provide and support Professional Development for our parents, through various parent selected workshops, museum visits and other parent selected activities.
- In order to help us carry out our goal of creating a writing program based on the Common Core Learning Standards, we will continue to work with ATLAS Rubicon, so that we have access to software that allows us to effectively upload our STEM curriculum and have it aligned to the CCLS. The Museum of Natural History to assist teachers and students with making connections to Science and Social Studies.
- We have partnered with the following organizations to continue to integrate the S.T.E.M. theme in all curriculum areas: New York Hall of Science, New York Institute of Technology, Studio in a School, Arts Connection, The Lamp, New York Cares, Pencil Partnership and Liberty Science Center

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, at least 40% of ALL students in grades 3-5 within the general education, ELL and Students with Disabilities will be at proficiency level based on the New York State ELA exams

Comprehensive needs assessment

- In September 2012, staff teachers and administration reviewed the data from the New York State Spring Math 2012 exams, spring 2012 NYSESLAT exams along with information from our 2012 Progress Reports, Acuity results from October and December 2012 for students in grades 3-5. It was determined that is a huge need for an action plan to be put in place to address the academic needs of our general education, ELL and SWD students so that they can achieve proficiency level in the spring of 2013.

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) Students and staff surveys were distributed to identify learning and teaching styles along with strengths and needs
 - b) Administration, staff and students will set clear short/ long term goals and expectations which will be monitored for progress and revision throughout the school year (November 2012, January 2013, March 2013 and June 2013. Administration, staff and Network Achievement coach created an Action Plan to provide teachers using the three competencies IE, 3B and 3D to support, improve teachers practice and student learning outcomes.
 - c) 2011-2012 New York State English Language Arts data for student in grades 3-5 using formative and summative assessments to drive planning, questioning and assessments.
 - d) Increase the use of technology-driven instruction to assist our ELL and SWD students to engage and provide for differentiated instruction
 - e) Curriculum Mapping teams to align the STEM curriculum with the CCLS to monitor progress of the units of study. Samples of student work to use as data to monitor progress of Common Core Learning Standards
 - f) UFT Extended Day Program- Tuesday-Wednesday to provide small group instruction for all students in grades K-5 on English Language Arts skills.

The timeline for implementation is:

- a) Use of the Magnet standards to measure how students are engaged in STEM Learning, ie: Standard #5 Students will analyze, reason and communicate effectively as they pose, formulate, solve and interpret solutions to a variety of problems across the curriculum areas.
- b) Monitoring the progress of our teachers as they begin the shift into becoming distinguished teachers using the Danielson rubric with a focus on competencies, IE- Effective lesson planning, 3B- Teachers use a variety or series of questions or prompts to challenge student cognitively, 3D increase their levels of performance.
- c) Increase results on Acuity Predictive Assessments- focus on Inquiry questions based on data (October, 2012, December 2012, February 2013)
- d) Increase results in the End of Unit Assessments for English Language Arts
- e) Use of rubric results of student performance and mastery on Inquiry projects of the Stem units of study
- f) Results of the 2013 New York State English Language Arts Exam

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - a. Bi-Monthly Theme-Family Nights to support home/school connection
 - b. STEM-U-Lating Your Mind- Parents are invited to view end of unit student projects
 - c. Progress Reports -3x times during the school year

- d. Report Records/ Parent Teacher Conferences
- e. Read-A-Louds with Parents
- f. Attendance Bulletin Board – Posted in a common area
- g. Data Bulletin Board- Grades 3-5
- h. School Leadership Team Monthly Meetings
- i. Weekly Homework Sheets- Posted on school's website
- j. Learning Leaders- Trained Parent Volunteers
- k. Fact Sheets/Updates- When applicable
- l. E-Mail accessible for all staff members

Budget and resources alignment

- Indicate your school's Title I status: x School Wide Program (SWP) x Targeted Assistance Program (TAP) x Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 x _____ Tax Levy x _____ Title I _____ Title IIA x _____ Title III x _____ Grants _____ Other

If other is selected describe here: MAGNET Grant -3 year Federal Desegregation Grant

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- As a Title 1 School Wide Program, 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 through June 2013 as indicated below:
- Our Magnet Specialist will be funded through the Federal Magnet monies
 - Our teachers and administrators will be paid per session through the Federal Magnet monies received via a grant to the 8 NYV Magnet schools.
 - Per diem substitutes and payment of several consultants to participate in in-house Professional development, after school curriculum writing and the Spring 2013 Mapping Institutes will be funded through the Federal Magnet monies received via the Federal Grant
- Title I funds will be used to provide and support Professional Development for our parents, through various parent selected workshops, museum visits and other parent selected activities
- In order to help us carry out our goal of creating a writing program based on the Common Core Learning Standards, we will continue to work with ATLAS Rubicon, so that we have access to software that allows us to effectively upload our STEM curriculum and have it aligned to the CCLS. The Museum of Natural History to assist teachers and students with making connections to Science and Social Studies.
 - We have partnered with the following organizations to continue to integrate the S.T.E.M. theme in all curriculum areas: New York Hall of Science, New York Institute of Technology, Studio in a School, Arts Connection, The Lamp, New York Cares, Pencil Partnership and Liberty Science Center

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year.

By June 2013, at least 35% of ALL students in grades 3-5 within the general education population, ELL and Students with Disabilities will be at proficient level based on the New York State Math exams

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- In September 2012, Staff teachers and administration reviewed the data from the New York State Spring 2012 exams, spring 2012 NYSESLAT exams along with information from our 2012 Progress Reports, Acuity results from October and December 2012 grades 3-5 during Professional Development sessions, common planning sessions and inquiry meetings. After analyzing the data, it was determined that a **targeted action plan** needed to be put in place. With the assistance of our Network CFN 410, achievement leader a plan was created to address the academic needs of our general education, ELL and SWD students so that they can achieve proficiency level in the Spring of 2013 standardized exams.

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) Students and staff surveys used to identify learning and teaching styles along with strengths and needs
 - b) Administration, staff and students will set clear short/ long term goals and expectations which will be monitored for progress and revision throughout the school year (November 2012, January 2013, March 2013 and June 2013. Administration, staff and Network Achievement coach created an Action Plan to provide teachers using the three competencies IE, 3B and 3D to support, improve teachers practice and student learning outcomes.
 - c) 2011-2012 New York State Math data for students in grades 3-5 using formative and summative assessments to drive planning, questioning and assessments.
 - d) Increase the use of technology-driven instruction to assist our ELL and SWD students to engage and provide for differentiated instruction
 - e) Curriculum Mapping teams to align the STEM curriculum with the CCLS to monitor progress of the units of study. Samples of student work to use as data to monitor progress of Common Core Learning Standards
 - f) UFT Extended Day Program- Tuesday-Wednesday to provide small group instruction for all students in grades K-5 in Math skills.
 - g) Use of the Magnet standards to measure how students are engaged in STEM Learning, ie: Standard #5 Students will analyze, reason and communicate effectively as they pose, formulate, solve and interpret solutions to a variety of mathematical problems across the curriculum areas.
 - h) Monitoring the progress of our teachers as they begin the shift into becoming distinguished teachers using the Danielson rubric with a focus on competencies, IE- Effective lesson planning, 3B- Teachers use a variety or series of questions or prompts to challenge student cognitively, 3D increase their levels of performance.
Increase results on Acuity Predictive Assessments- focus on Inquiry questions based on data (October, 2012, December 2012 and February 2013).
Increase results in the End of Unit Assessments for Math- Everyday Mathematics
Use of rubric results of student performance and mastery on Inquiry projects of the STEM units of study
Results of the June 2013 New York State Mathematics Exam

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- a. Bi-Monthly Theme-Family Nights to support home/school connection
- b. STEM-U-Lating Your Mind- Parents are invited to view end of unit student projects
- c. Progress Reports -3x time during the school year
- d. Report Records/ Parent Teacher Conferences
- e. Read-A-Louds with Parents
- f. Attendance Bulletin Board – Posted in a common area
- g. Data Bulletin Board- Grades 3-5
- h. School Leadership Team Monthly Meetings
- i. Weekly Homework Sheets- Posted on school’s website
- j. Learning Leaders- Trained Parent Volunteers
- k. Fact Sheets/Updates- When applicable
- l. E-Mail accessible for all staff members and administrators

Budget and resources alignment

- Indicate your school’s Title I status: x School Wide Program (SWP) x Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

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

If other is selected describe here: MAGNET Grant –Federal 3year desegregation grant

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- As a Title 1 School Wide Program, 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 through June 2013 as indicated below:
- Our Magnet Specialist will be funded through the Federal Magnet monies
 - Our teachers and administrators will be paid per session through the Federal Magnet monies received via a grant to the 8 NYV Magnet schools.
 - Per diem substitutes and payment of several consultants to participate in in-house Professional development, after school curriculum writing and the Spring 2013 Mapping Institutes will be funded through the Federal Magnet monies received via the Federal Grant
 - Title I funds will be used to provide and support Professional Development for our parents, through various parent selected workshops, museum visits and other parent selected activities.
- In order to help us carry out our goal of creating a writing program based on the Common Core Learning Standards, we will continue to work with ATLAS Rubicon, so that we have access to software that allows us to effectively upload our STEM curriculum and have it aligned to the CCLS. The Museum of Natural History to assist teachers and students with making connections to Science and Social Studies.
- We have partnered with the following organizations to continue to integrate the STEM theme in all curriculum areas: New York Hall of Science, New York

Institute of Technology, Studio in a School, Arts Connection, The Lamp, New York Cares, Pencil Partnership and Liberty Science Center

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.

By June 2013,

- *Administrators will visit each teacher's classroom at least 6 times over the course of the school year and provide teachers with formative/summative feedback. Two formal observations (pre/post) with formal write ups and 4 informal observations with recommendations and next steps.*
- *Focus will be on elements of Effective Lesson Planning, Questioning and Assessment. The informal feedback will be provided within one week of the observation.*

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.

- This is a City-wide Expectation and through improving instruction student achievement will also increase. This should also increase student progress.

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) Principal and Assistant Principal will visit each teacher's classroom at least 6 times over the course of the school year, and provide teachers with formative (not for file) written or verbal feedback aligned to 3 of the school selected competencies (IE, 3B and 3D).
 - b) Formative feedback will be provided within one week after the observation. Feedback will result in improvement in teacher practice moving across the Danielson continuum
 - c) Through professional development develop shared norms among the Administration and teachers for engaging in feedback conversations.
 - d) Teachers will participate in Learning Rounds and give feedback to each other in the form of Glow and Grow. Network achievement coach will support teachers in implementation of the learning rounds.
 - e) Early in the school year, administration will ask teachers' for input on the (types) of feedback they find more helpful.
 - f) Administration will set up and follow a schedule for teacher observation and formative feedback that is aligned to the schools selected Danielson competencies.

Strategies for Monitoring Progress:

- Timeline for Implementation- September 2012- June 2013
- Observation schedule as tracked by school leaders
- Sample development plans for individual teachers that include dates of each observation and dates that formative feedback was provided
- Formative observation feedback will include next steps, such as Literacy and Aussie consultant support, demo lessons, interclass visitations, webinars and support from our Magnet Specialist on implementing STEM curriculum in their Science and Social Studies units of study.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - a. Bi-Monthly Theme-Family Nights to support home/school connection
 - b. STEMuLating Your Mind- Parents are invited to view end of unit student projects
 - c. Progress Reports -3x times during the school year
 - d. Report Records/ Parent Teacher Conferences
 - e. Read-A-Louds with Parents done our Learning Leaders
 - f. Attendance Bulletin Board – Posted in a common area on the second floor

- g. School Leadership Team Monthly Meetings
- h. School Inquiry Data bulletin board
- i. Weekly Homework Sheets- Posted on school's website
- j. Learning Leaders- Trained Parent Volunteers
- k. Fact Sheets/Updates- When applicable
- l. E-Mail accessible for all staff members

Budget and resources alignment

- Indicate your school's Title I status: x School Wide Program (SWP) x Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- We will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal by allocating funds for Services for Students in Temporary Housing for school uniforms and school supplies, our nutrition program Eat Well, Play Hard for students in grades 2-5 which provides nutritional classroom activities, Student Leadership Initiative and fiscal resources for Guidance Counselor to provide AT-Risk Counseling for students in need.

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Rally Test prep program for English Language Arts and Mathematics	1.A combination of small group and individualized instruction during extended day 2X a week Tuesday and Wednesday 2. Saturday Test Preparation Academy for all students in grades 3-5	After school program 17 Sessions from November 2012 through April 2013
Mathematics	Rally Test prep program for English Language Arts and Mathematics	1.A combination of small group and individualized instruction during extended day 2X a week Tuesday and Wednesday 2. Saturday Test Preparation Academy for all students in grades 3-5	After school program 17 sessions from November 2012 through April 2013
Science	Rally Test Preparation interactive reading and writing units	Small group instruction 2X a week on Tuesday/Wednesday during extended day	After school program
Social Studies	Rally Test Preparation interactive reading and writing units	Small group instruction 2X a week on Tuesday/Wednesday during extended day	After school program

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mr. Lark, Social Worker	Small group	Thursday, Friday – 2- 30 minute periods.
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HIGHLY QUALIFIED TEACHERS (HQT)

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

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

The strategies and activities that are utilized for recruitment, retention, assignments include:

- Peer Classroom Walks
- Learning Rounds
- Common Planning
- Monthly/Yearly Professional Development calendar
- Professional Development Provided by CFN 410
- Magnet Specialist scheduling of STEM Partnerships to support teacher's classroom practices
- Staff Team Building (August- January- May)
- UFT Consultation Monthly Meeting
- Employee Recognition Activities
- Stem-U-Lating your Mind Monthly Events
- Consultant Support – Math and Literacy (Aussie and Literacy Support)
- Curriculum Mapping Training and Support (Per session)
- New York Institute of Technology- Saturday Classes for IPAD

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

**PS 241M: STEM INSTITUTE OF MANHATTAN
PARENT INVOLVEMENT POLICY**

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, PS 241M: STEM Institute of Manhattan, 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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
PS 241M: STEM INSTITUTE OF MANHATTAN

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

- Principal Monthly Breakfast- Held on the 3rd Friday of each month
- Learning Leaders Program- Beginning in January 2013
- STEM-U-Lating Your Mind – Monthly- STEM theme
- Monthly Family Nights- STEM theme related
- New School Website
- New York Cares Coat Drive
- Red Cutting Ceremony for New School sign (January 2013)
- Eat Well Play hard workshops
- Student Leadership Initiative (students in grades 4-5)

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;
- Monthly School Calendar is distributed by the first Friday of the month
- Monthly workshops based on Parent
- Aris workshop

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- communicate with my child's teacher about educational needs and stay informed about their education by promptly 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 type here	District 3	Borough Manhattan	School Number 241
School Name P.S 241 STEM Institute of Manhattan			

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

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

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

D. School Demographics

Total number of students in school	113	Total Number of ELLs	30	ELLs as share of total student population (%)	26.55%
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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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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 FOUNDATIONS 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

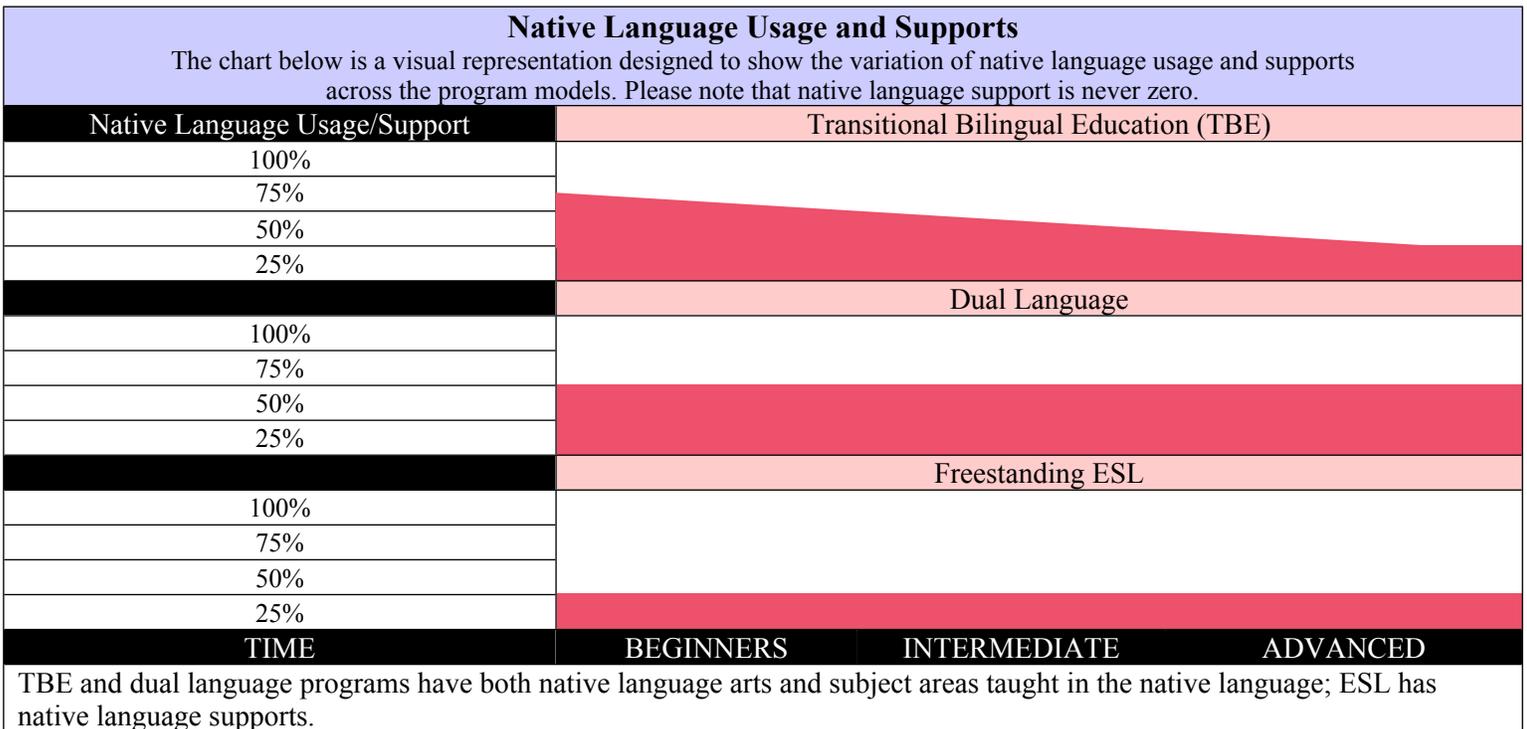
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



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 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 Phonic instruction in grade 1 and, level B would be used for second grade, etc. 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 on their 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. Third through fifth graders receive literacy instruction through "Teaching Story Elements with Favourite Books" by Ellen Tarlow and language instruction through "Teaching Grammar Through Palyful Poems by Nancy Mack. Students in upper grades receive instruction through teacher designed units. All of the grades are also actively using the web based program called Destination Reading which provides highly engaging instruction through age and grade appropriate activities.

16

In an effort to eassist newly enrolled ELLs in our school the administartion provides an orientation session to familiarize the students with the rules and procedures of the school. A session like that also provides a chance for an ESL teacher to meet the new ELLS and their families. Additionally, fifth and eight grade teachers who have ESL students in their classrooms are supported in their efforts to prepare the students for the transition into a new school.

17.

DOES NOT APPLY

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 continuous 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, information from the NYSESLAT exams along with student goals. Additionally, teachers of transition grades are participating in ELA inquiry team which allows them to address skills that students have difficulty with. During Chancellor's Day the entire staff which includes the Principal, Assistant Principals, ESL teacher/ coordinator, common Branch teachers, subject area teachers, paraprofessionals, special education 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 addresses Common Core standards and ELL methodologies. We keep records of those meeting by providing a sign-in sheet which also enables us to trace teachers' attendance. Opportunities for offsite professional Development as those offered by the Office of English Language Learners (OELL) are given to our teachers to fulfill this mandated Professional Development.

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 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		3	1							
	P													

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	

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

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

1.

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 sections. However, the writing and reading part of the NYSESLAT and LAB-R is where students falter.

Those results are driving force for the ESL instruction where teachers realize that students need extra support in reading comprehension and writing assignments. As a result we are currently focused in writing across curriculum assignments. As for reading we have implemented an effective reading program-Soar to Success where everyday and in small groups students enhance their reading skills. Those skills are also further addressed during our extended day activities and Saturday Academy Program. The students who show little growth in those areas are provided further support through AIS services in Math and ELA.

4.

a. The patterns of NYSESLAT exam clearly show that while students acquire the BICS (Basic Interpersonal Communication Skills) which is reflected on the speaking and listening parts of NYSESLAT, they usually falter at reading and writing parts. Patterns across grades reveal that students usually receive Proficient in Speaking sections, but Intermediate on Advanced in Reading and Writing. Especially the majority of Kindergarten students are not yet able to independently write a NYSESLAT picture descriptions. Most students in grade 4 and 5 have been classified as proficient in Speaking and Listening, but their Advanced scores in Reading and Writing prevent them from testing out from the ESL program.

b/c. Data from periodic assessments is reviewed by the Inquiry Team who reviews the results of these assessments. According to the recent results students are challenged by inferencing and locating the main idea in the text. In order to address these problem areas teachers will be working with students during extended day in small group settings to address these specific needs. When analyzing exam results such as the Spanish Lab it is evident that our students are mostly English dominant and do not fare as well in their native language.

5.

DOES NOT APPLY.

6.

Our Ell program success can be seen through the data provided test results. According to NYSESLAT results, a total of 4 students have tested out of this exam. Two students passed in first grade, one in third grade and one in fourth grade. Some students stayed on the same proficiency level while others advanced by one level.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>STEM INSTITUTE OF MANHATTAN</u>		School DBN: <u>3 M241</u>	
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

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

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. This 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.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The direct instructional component of the programs will consist of an After School Program and Saturday Test Preparation Academy. The Afterschool program will require that all students in grades K-2- attend from 3:45 pm- 5:30 pm beginning in early January and ending in April 2013. There will be 19 instructional sessions to be held on Tuesday and Wednesday. This program will include all ELLs from K-2, Kindergarten= 0, First grade =4, Second =2. Total number of students in the group=6. Their English proficiency levels are beginners=4, intermediate=1, advanced=1. The ESL teacher will service the 6 students.

ELL students in grades 3-5 will attend Saturday Test Preparation Academy from November 2012 through early April for a total of 17 sessions from 9:00 am-12:00 pm. There will be 3 classes of small group instruction in ELA and Mathematics preparing students for the upcoming NYS exams in April 2013. All students will receive breakfast and lunch, plus metro cards for these students who travel on MTA. The ELL students will be serviced by 3 CB licensed teachers and the certified ESL teacher will push into each of the classes for one hour. The ESL teacher will work in small group instruction with her students providing strategies based on their academic needs. The ESL teacher will use manipulatives, visual aids and a variety of ESL test preparation materials.

Rationale for the program: PS 241-STEM Institute of Manhattan is involved in the process of ensuring that all ELL students in all grades are provided with academic support in Reading, Writing and Mathematics. As a result, the afterschool program and the Saturday program are a means through which our ELL students will receive additional support in English Language Arts and the other content area subjects. The programs will serve students in grades K-5

The providers of each program are highly experienced/qualified teachers who will support the ELLs students by using a variety of manipulatives, visual representations and culturally sensitive materials to support the ELL students in their languages.

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 all teachers in the school community. The ESL teacher is provided with professional development opportunities through monthly sessions organized by our network CFN 410 ELL specialist, Department of Education specialist, and

Part C: Professional Development

inhouse and outside consultants. Additionally, Special Education/Common Branch teachers receive 10 hours of professional development focusing on ESL techniques and their teaching pedagogy. Teachers will be provided with additional resources during our weekly Thursday designated Professional development sessions, via our Literacy and Aussie consultants.

The STEM Institute of Manhattan will make every effort to address the needs of our ELL students, through the implementation of LAP and the ongoing monitoring of students progress. The teachers involved in serving the ELL students will strive to help every student reach his/her educational endeavors.

Workshops for 2012-2013

August 30th- Open House (English/Spanish)-9:00 am

September 07th -Meet the Principal

September 13th- Parent Workshop- Ways Busy Parents Can Help Children Succeed in School - Network provider- Ms. Tara Frustaci- ELL Specialist

September 20th- Learning Leaders-- Parents -Can Make A Difference- Presenter: Louis Lopez

October 11th- Teaching to the CCS for ELL Sstudents- Presenter: Network provider- Ms. Benson

November 8th- Teaching Math to ELL's- Aussie- Ms. Ditton-Developing Your Child's Early Math Skills

November 29th-Developing Academic Vocabulary-Presenter- Ms. Magdalena Samuels (ESL teacher)

December 13th- How to Modify Instruction to Meet the Needs of the ELL's- Ms. Debra Ryan- Network provider

January 2013- Creating Authnetic Assessments for ELL students- Ms. Navarro- Asst. Principal

February 2013- Testing Modifications for ELL /SWD students- Ms. Kazoleas- Special Educ. Provider

March 2013- Using Technology with the ELL students- Presenter: Mr. Jim Martinez- New York Inst. of Technology

A

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 school community of PS 241 STEM Institute of Manhattan is fully aware that the educational of its' students is a mutual effort on both the parents and the teachers alike. Non-English speaking parents of our ELLs are provided with translation services through our Spanish speaking Parent Coordinator, Ms. Michelle Perez, volunteers from community based organizations, DOE translators. For workshops, organized by agencies outside of the DOE, translation services are provided directly by the agencies. For PTA meetings, SLT meetings the translation services are provided by the DOE translation services, Parent Coordinator and volunteers from the community.

As a result, we will make very effort to reach out to the parents of the ELL students to help this group of students reach their academic goals. Thus, the parents of our ELL students are offered ESL training

Part D: Parental Engagement Activities

workshops through the Learning Leaders program to support their childrent as they grow academically and become productive citizens. We offer a variety of workshops to assist our ESL parents such as, technology classes, GED program, monthly STEM family activities and the opportunity to participate in the Parent Teacher Association/ School Leadership Team.

Once a month, all parents are invited to a one hour breakfast with the Principal, during which various topics are discussed, such Role of a Parent, How to raise successful children and Teaching your children to eat healthy. It's a great time for the parents to discuss their concerns and also learn more about the school and the important role that they play in their children's educational endeavors.

Part E: Budget

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

Allocation Amount: \$

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

