



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** STEM INSTITUTE OF MANHATTAN

**DBN (i.e. 01M001):** 03M241

**Principal:** MS. DIANA DIAZ

**Principal Email:** DDIAZ2@SCHOOLS.NYC.GOV

**Superintendent:** MS. ILENE ALTSCHUL

**Network Leader:** QADIR DIXON

### School Leadership Team (SLT) Signature Page

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Ms. Diana Diaz	*Principal or Designee	
Ms. Teresita Marte	*UFT Chapter Leader or Designee	
Ms. Lynn Burrowes	*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. Gloria Dixon-Rivers	Member/ staff	
Ms. Kay Hutchinson	Member/ parent	
Ms. Linda Brown	Member/ staff	
Ms. Florence Lee	Member/ parent	
Ms. Nadia Ramnarine	Member/ parent	
Ms. Tasha Clark	Member/ parent	
Ms. Cynthia Johnson	Member/ staff	
	Member/	

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

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

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

## Goal and Action Plan #1

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

### Annual Goal #1

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

As of June 2014, chronic student attendance rate will decrease by 5% as measured by the annual attendance rate on the school's Progress Report

### Comprehensive Needs Assessment

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

Based on the Progress Report 2012-2013, it stated that we had several students with less than 90% attendance for the school year which resulted in 25% in comparison to the average schools citywide of 20.2%

### Instructional Strategies/Activities

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

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

1. Teachers will be re-trained on the importance of school attendance and the protocol and procedures to report excessive absenteeism and lateness of their students
2. Implementation of Wake Up Call for chronic late students
3. Daily calls home via School's Messenger System on absenteeism along with letters
4. Monthly mandatory meeting with parents sponsored by our CFN 410 Attendance Coordinator and school staff to discuss chronic attendance
5. Monthly student assembly programs to identify students with 100% attendance- certificates, class parties, pencils and other student incentives
6. Creation of Monthly listing of students with 100% attendance to be displayed in highly visible will traveled area
7. ILOG information into ATS on students with chronic attendance
8. School's Attendance Plan will be revisited and update to implement the changes needed to improve student attendance rate

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

1. School Attendance Team Members, including Community Associate,
2. Parent Coordinator, School Aide and Administration
3. Network Attendance Coordinator
4. Classroom teachers
5. School Pupil Accounting Secretary
6. CFN Attendance Coordinator

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

1. Monthly attendance meetings will be held with the school's attendance team to identify chronic absent students
2. Home visits will be made by CFN Attendance coordinator
3. Monthly student attendance data will be reviewed and
4. Set clear and measureable objectives based on parent/guardian and community input to help foster a sense of cooperation and communication among families, communities and school
5. Use creative forms of communication between school and families ( use of different colored paper based each month)
6. Provide Professional Development workshops based on family's needs ( How to help your child succeed in school, Developing Effective Parenting skills, GED skills, Resume Writing, and joining the Learning Leaders program.etc.

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

1. Student attendance data will be reviewed in January 2014, March 2014 and June 2014 to note the effectiveness and impact of each strategy/activity

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

1. In order for the school to reach this goal, all teachers, students and parents will be given a copy of the attendance plan
2. Ensure access to information about nutrition, healthcare, services for individuals with disabilities and support provided by community agencies
3. Schedule programs and strategies with flexibility to reach diverse family groups
4. Monthly attendance meetings with families to discuss attendance, lateness or other concerns
5. Special assemblies to celebrate monthly 100% attendance for students and classroom writing, reading celebrations

Visit landmarks, historically places of interest

**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).

1. Parents will be provided with professional workshops lead by Learning Leaders to assist with homework help, parenting skills, and other related topics based on the Parent survey form prepared by our Parent Coordinator.
2. Parent Coordinator conducts workshops for parents on Common Core Learning Standards, Preparing students for College and Career Readiness, Personal Behaviors, and other workshops to prepare their children to succeed in school.
3. Schedule programs and activities flexibly to reach all family groups ( examples morning meetings/alternate evening meetings
4. Parents will be given "Cool Culture" passes enabling them to visit museums, etc.
5. Parent Coordinator also attends Monthly Parent Coordinator Meetings provided by CFN

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #2**

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

**Annual Goal #2**

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

By June 2014, the number of students in English (19) and in Math (14) who are ranked in the lowest third citywide of students ranked in the lowest third school -wide will decrease by 5% and the number of Black and Hispanic males who rank in the lowest third citywide will also decrease 5% by creating an action plan to support these students to become proficient on both the ELA and Math exams thus Closing the Achievement Gap.

**Comprehensive Needs Assessment**

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

Based on our school's Progress Report 2012-2013, it stated that we have 19 students in English and 14 students in Mathematics who ranked in the lowest third citywide and 4 students in Mathematics and 6 students in English representing Black and Hispanic Males who rank in the lowest third citywide. An action plan must be created to support these students in Closing the Achievement Gap

**Instructional Strategies/Activities**

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

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

1. Creation of Planning Team of Administration, Classroom teachers, Cluster teachers, Literacy and Math Consultation
2. In-depth study by Team of the Progress Report using the available data- Closing the Achievement Gap
3. Identification of students who are in the lowest third in either Math/English or both areas
4. Review student data NYS 2013 ELA/Math exams to determine strengths/weaknesses in areas of need
5. Creation of Common Planning time periods for teachers in grades K-2 and 3-5 to look at data and monitor student progress on an on- going basis throughout the school year.

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

1. Principal
2. Asst. Principal
3. Literacy/Mathematics Consultants
4. Classroom teachers
5. Cluster teachers

6. Parent Coordinator
7. Parents
8. CFN Achievement Coaches

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

1. Teacher teams will use of Spring 2013 NYS ELA/Math data ( using the item analysis to determine weakness/strengths or patterns) then the they will administer baseline assessments to students. They will analyze results of the baseline assessments. Teachers and Administrators will create the action plan together and target the students in the bottom third particularly the black and Hispanic males. They will monitor the progress of these students to target to monitor the strategies being used to increase the achievement of these students in both ELA and Math

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

1. September 2013 – November 2013 – examine the NYS ELA/Math Data
2. September 2013 – October 2013 – Administer baseline assessments to students
3. November 2013- December 2013- Analyze results of the baseline assessment
4. November 2013- February 2014- Teacher Teams meet to begin creating Action plan
5. November 2013- June 2014- Create Action Plan, Monitor Results of Real Time Assessments,
6. June 2014- Analyze Exam Results ELA and Math

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

1. The Principal and Assistant Principal with the support of CFN Achievement Coaches Cynthia Harris-Frederick and Robin Finnan-Jones will meet with teacher teams to analyze assessment data. In addition MOSL Specialist, Walter Mora will also support with Baseline Assessments. After analyzing the data, the administrators will support teachers in creating the action plan. Targeted students progress will be monitored throughout the year as part of the Action plan. There will be an effort to put “Faces on the Data” in other words the students will become know to all teachers in the building so that this become a total school project, These students will be known to all and thus this is how our goal will be achieved:
2. Students will be made aware of their responsibility and take ownership of their education. Students will be involved by sharing standardized test data to classroom data.
3. Students will be taught to self-regulate their learning, set their own academic goals, develop strategies to meet their goals and reflect on their academic performances.
4. Teachers will work together and discuss ways in which to increase rigor and complexity in instruction. Staff member will review Danielson’s- Domain 3 on Questioning and Assessing students and apply their questioning and assessment skills and concepts to their Reading, Writing and Mathematics lessons.
5. Professional development will be provided to review the Depth of Knowledge levels along with the activities for each level. DOK Questions Stems will be revisited and applied to their teaching best practices. Teachers
6. Expectations go hand-in-hand with increasing rigor. Students will rise to expectations, making sure that they are not too low and demonstrate an expectation that all students can achieve
7. Students will be taught to self-regulate their learning, set their own academic goals, develop strategies to meet their goals and reflect on their academic performances
8. School-Wide Guided Reading Program was implemented in November 2013 to support all students with skills and strategies to build stamina for the upcoming NYS ELA exam. Students work in small groups on needed areas based on the ability levels. In addition, school schedule was altered to provide similar small group instruction in Mathematics with strategies/skills to support all students, with a focus on Grades 3-5.

**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).

1. Parents will be provided with professional workshops lead by Learning Leaders Organization to assist them with homework help, parenting skills, and other related topics based on the Parent survey form prepared by our Parent Coordinator.
2. Parent Coordinator will conduct workshops for parents on Common Core Learning Standards, Preparing students for College and Career Readiness, Personal Behaviors, Aris Learn, and other workshops to support parents in helping their children to succeed in school.
3. Schedule programs and activities flexibly to reach all family groups ( examples morning meetings/alternate evening meetings
4. Parents will be offered “Cool Culture” passes enabling them to visit museums, landmarks, and other city cultural and academic events for families
5. Parent Coordinator will also attend Monthly Parent Coordinator Meetings provided by CFN and turn key information to our parents
6. Parent Coordinator will provide our parents/staff members with a monthly calendar identifying all school events,, including STEM Family nights, Breakfast with the Principal

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

### **Goal and Action Plan #3**

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

#### **Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To improve school environment including academic expectations, communication, engagement and safety/respect based on our 2012-2013 Progress report, by June 2014 there will be an increase on the Learning Environment Survey by 5% in all four areas.

#### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Based on the school Learning Survey 2012-2013, PS 241 scored lower than other schools in the city in the areas as well as when compared to schools serving similar populations in the areas of academic expectations, communication, engagement and safety& respect.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
<ol style="list-style-type: none"><li>1. The education of our staff on the purpose and information on the of the NYC School survey</li><li>2. Form a focus group of teachers to determine the factions considered when responding to questions related to the four categories on the NYC School Survey</li><li>3. Discussion of the resources available at the school to support a focused learning environment</li><li>4. Provide transparency of information about the school's communication, student engagement and academic protocols and procedures</li></ol>
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"><li>1. Parent members of the School Leadership Team</li><li>2. Parent Coordinator</li><li>3. Guidance and Support staff</li><li>4. School's Magnet Coordinator</li><li>5. Teachers, including clusters</li><li>6. Administration</li><li>7. CFN Achievement Coaches</li></ol>
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"><li>1. Progress will be measured by a positive change in the scores in the Learning Environmental Survey and by improved results when compared to other city schools and peer school averages</li></ol>
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"><li>1. January 2014 to March 2014 activities: the administration of the Learning Environmental Survey in April and with results shared when the Learning Environmental survey is made public</li></ol>
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"><li>1. Our School Leadership Team members will be pairing up to look at each area of the Learning Environmental Survey; with a focus on communication, academic expectations and engagement. A Focus Group to be scheduled at a mutually agreeable time with parent leaders and staff members to ask for input and information that may help us understand the results of the survey in these particular areas. OORS incident reports will be shared as well as any other pertinent information, such as grade meetings and faculty conferences with the intent of providing information about any possible misconceptions in these areas.</li></ol>

#### **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).
---

Parent Involvement during Parent Association meetings as well as School Safety Committee Meetings open to the community in March. Monthly parent letters and communications to inform parents at the school that contributes to building character and respect for all. Assemblies for students on the topics of school safety and discipline assemblies.

1. Parents will be provided with professional workshops lead by Learning Leaders to assist with homework help, parenting skills, and other related topics based on the Parent survey form prepared by our Parent Coordinator.
2. Parent Coordinator conducts workshops for parents on Common Core Learning Standards, Preparing students for College and Career Readiness, Personal Behaviors, and other requested workshops to prepare their children to succeed in school and beyond
3. Schedule programs and activities flexibly to reach all family groups ( examples morning meetings/alternate evening meetings
4. Parents will be given "Cool Culture" passes enabling them to visit museums, etc.
5. Parent Coordinator also attends Monthly Parent Coordinator Meetings provided by CFN

**Budget and Resource Alignment**

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

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	---	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

Based on the April 2013 Spring results on ELA/Math exams, we have students in grades 3-5, who scored double 1's on both exams, by June 2014 25% of these students will score Level 2 on at least one NYS exam.

**Comprehensive Needs Assessment**

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

After conducting an analysis of all student performances on state assessments, it was determined that the majority of students require additional support in Reading comprehension, responding a informational text and support with foundational mathematics concepts.

**Instructional Strategies/Activities**

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

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

1. Professional development will be systematically implemented on a weekly basis in conjunction with our CFN on the following on skills/strategies that will support struggling students in the areas of reading, writing and mathematical concepts.

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

1. Network specialist, teachers
2. Aussie/Literacy consultants
3. Magnet Specialist
4. SETTS, IEP Teacher
5. Cluster teachers

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

1. One to one feedback meetings with teachers done by the administration to support the teachers
2. On site/off site Monthly Professional development with turn -key information to staff members
3. 6- ½ day Professional Development days to support teachers with ReadyGen and Go Math common core curriculums
4. Baseline assessments- October 2013, February 2014, and April 2014- reviewing student analysis
5. Grade level common planning to be held weekly for grades K-2 and 3-5 – looking at student work/patterns, etc.
6. Providing AT Risk services to students in need with a timeline of 6 weeks, review of results, next steps
7. Bi monthly meetings with RTI Team members to review any referrals of students submitted for additional services

8.
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>1. September 2013- October 2013- administer and score baseline assessments</li> <li>2. November 2013- December 2013- analyze baseline assessments</li> <li>3. December 2013- May 2014: Monitoring progress of students via F&amp;P tracking sheets/ genre writing pieces</li> <li>4. October 2013, February 2014, May 2014 Scantron Performance Series</li> <li>5. April –June 2014- Administer and Analyze MOSL Assessments</li> </ol>
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>1. In order to meet our goal, we have created a professional development plan. Our school has been approved by NY State for 6 half days ( Fridays) which will be used as a Professional Development day for the entire staff. During the sessions, we will provide our staff with continuing development on the new teacher evaluation system. Our focus will be on improving questioning and discussion in the classroom along with ongoing student assessment. Several teachers have gone to PD sessions off site and have turned key the information to the entire staff, sessions such as “ Thinking Maps in grades K-5, Ramapo Training for Managing Student Behavior and Minimizing Misbehavior, Application of CCLS for English Language Learners Strategies to improve, Ready Gen and Go Math Common Core for Grades K-2 and grades 3-5, OORS reporting system</li> <li>2. We have implemented a K-5 Guided Reading Program, where there are 2-3 teachers, paraprofessionals in each classroom working with a small group of students on a weekly skill, we began the program with the skill of prediction, each teacher plans a lesson for their students based on their ability levels. The grouping of the students is flexible</li> <li>3. Administration is monitoring DATA binders on a monthly basis in order to ensure that the teachers are utilizing SRI protocols and developing workable action plans when looking at student work. All grades also have one common planning period a week to meet and discuss student progress and discuss strategies that are working for them</li> <li>4. During our extended day program (Tuesday, Wednesday and Thursday) we have 2 teachers in classrooms and they are working with the students in the areas that they are struggling in. We have also built in extra preparation periods for some our teachers so that meet and update their Magnet curriculum’s to further align instruction with the Citywide Instructional Expectations and the Common Core Learning Standards. We are also implementing in January 2014, an inter-visitation program where teachers are going into other schools and classrooms to take low inference notes to help them develop better strategies for working with their students.</li> <li>5. Teachers and administration are monitoring progress of the students on a periodic basis using the Scantron performance series three times a year in October, February and May. Our Saturday Test Preparation Academy will be begin in late January 2014 through March to support all students in the upcoming New York State ELA and Math exams.</li> </ol>

<b><u>Strategies to Increase Parental Involvement</u></b>
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).
<ol style="list-style-type: none"> <li>1. We have an E-Chalk website at PS241.org to provide our parents with up to date events what is happening in the school</li> <li>2. Parent Coordinator will train parents on how to use the ARIS Parent Link</li> <li>3. Parent Coordinator will hold Parent workshops on the Common Core Learning Standards</li> <li>4. PTA meeting will include guest speakers who are experts in special education,</li> <li>5. The school has created and distributed a parent handbook</li> <li>6. Parents are invited into the school for monthly CBG assembly programs and special celebrations</li> </ol>

<b><u>Budget and Resource Alignment</u></b>											
Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.											
<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

**Goal and Action Plan #5**

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

<b><u>Annual Goal #5</u></b>
Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

**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).

**Budget and Resource Alignment**

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

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

### Academic Intervention Services (AIS)

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

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Individual or small group strategy lessons based on identified needs. After school ELA program with a class size of 10	Small group instruction delivered by Guiding Reading teacher 5x a week to all level 1 and 2 students as well as on flexible duration on need. After school ELA program for students in grades K-5 3X per week.	Services are provided during the school day during the literacy periods. After school ELA program is provided from September to June for students at risk
<b>Mathematics</b>	Individual or small group strategy lessons based on identified needs. After school Math program with a class size of 10	Small group instruction delivered by classroom teacher during the math periods to level 1 and 2 students as well on flexible duration on need	Services are provided during the school day, during math periods. After school Math program is provided from September to June for students at risk
<b>Science</b>	Differentiated instruction based on student's needs. Technology/Engineering instruction utilizing the STEM Magnet curriculum to individualize instruction	Small group instruction provided by classroom teacher during the science period. Technology/Engineering STEM Magnet curriculum to individualize instruction.	Services are provided during the school day, during the science periods
<b>Social Studies</b>	Differentiated instruction based on STEM Magnet curriculum and the needs of the students	Small group instruction provided by the classroom teacher during the social studies period based on the STEM Magnet curriculum	Services are provided during the school day during the social studies periods.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Individual or group counseling as needed	Guidance counselor provides services for students on individual basis and forms groups based on commonalities. Guidance counselor also plans and conducts school wide prevention activities in topics related to the needs of the students, programs such as "respect for all", Character education, etc. School nurse also provides training for the staff on the proper use of the " EPI pen. For students in their classes who have been identified as allergic to certain food items Cook shop program is implemented for grades K-5 to instill the importance of eating healthy along with the FitnessGram assessment. At risk counseling services provides on going	Services are provided during the school day

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

As needed, we recruit highly qualified teachers through reviewing resumes received in response to open posted vacancies which are reviewed by a personnel committee. We also receive resumes throughout the school year and review them as vacancies open. In addition, we review resources such as New Teacher Finer and seek out candidates whose credentials indicate that they are highly qualified. Administrative staff is also aware of hiring fairs to identify highly qualified teachers. PS 241 attracts many applicants due to its special academic programs which include magnet theme (STEM) featuring our Engineering Program, Studio in a School, as well as professional development opportunities and support offered to our teachers onsite and offsite. In addition, mentors, and buddy teachers are assigned to support new teachers, teachers new to a grade, and/or teachers in need of support. Literacy Coaches, Math Teacher Specialist and our STEM Magnet Coordinator provide instructional support and professional development on an ongoing basis to teachers and to individual teachers as needed. This includes modeling instruction best practices, mentoring and demonstration lessons to improve instruction. Teachers also attend professional development provided by our CFN 410 and the DOE.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- K-5 classroom teachers and our Magnet Specialist will attend the sessions of Ready Gen/Go Math Professional Development sessions offered by the DOE
- Magnet Specialist and a classroom teacher will continue to attend the sessions for Ready Gen/Go Math throughout the school year to support the staff. Questions about the implementation of Ready Gem/Go Math will be presented to the presenters. Magnet Specialist will turn key from the requested information to their colleagues
- 
- 
- teachers will be present to the presenters

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

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

- Literacy/Math coaches are funded with TL FSF and STEM Magnet Federal grant funds
- Certified ESL teacher is funded with FSF
- Per session for teachers ( including Magnet Specialist ) working on the STEM curriculum is funded with STEM Magnet funds sponsored by the Federal Grant
- Books, materials and supplies and PD sessions are being funded by TL MOSL, TL FSF and Title 1 SWP
- Software is funded by Title 1 SWP, FSF, and Stem Magnet funds sponsored by the Federal Grant

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

The kindergarten teacher, Principal, Assistant Principal, Magnet Specialist and Parent Coordinator, meet with all parents and students who are entering Kindergarten for the upcoming school year. The parents are given a tour of the school by the Magnet Specialist and the Parent Coordinator, Guidance Counselor, Social Worker and teachers ( if available). Parent survey is presented to the incoming parents, surveying their needs with regard to determine the planning of workshops. Parents are

informed on the prerequisite skills needed to enter kindergarten, the transition to kindergarten from a day care setting, and the new Common Core Learning standards. The IEP teacher meets with all incoming Special Education parents during registration to ensure that services will be provided from the first day of school

**Measures to Include Teachers in Decisions Regarding Assessments**

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

Classroom teachers will devise a task for each writing unit of study to be able to assess all students' strengths and weaknesses with the Math and ELA CCLS. The teachers will continue to use the "Workshop Model" for the ELA and Math lessons based on individual student needs. We will also use the Scantron Baseline assessments in October 2013, January 2014 and March 2014 to monitor student progress and use the Data to drive classroom instruction.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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.

---

**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in PS 241-STEM Institute of Manhattan. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

PS 241-STEM Institute of Manhattan, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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

## **III. Student Responsibilities:**

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>03</b>	Borough <b>Manhattan</b>	School Number <b>241</b>
School Name <b>STEM Instititue of Manhattan</b>		

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

Principal <b>Diana Diaz</b>	Assistant Principal <b>Eve Navarro</b>
Coach <b>Ellen Darensbourg</b>	Coach <b>Magnet Specialist</b>
ESL Teacher <b>Magda Samuels</b>	Guidance Counselor <b>Rebecca Dreisinger</b>
Teacher/Subject Area <b>Dawn Blair/CB</b>	Parent <b>Lynn Burrowes</b>
Teacher/Subject Area <b>Mitchell Gorbunoff/ICT</b>	Parent Coordinator <b>Michelle Perez</b>
Related Service Provider <b>Arlene Wool/AIS/SETTS</b>	Other <b>Nicole Everett/AIS</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>101</b>	Total number of ELLs	<b>15</b>	ELLs as share of total student population (%)	<b>14.85%</b>
--	------------	----------------------	-----------	---	---------------

## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Pull-out	4	1	2	5	2	1								15
Pull-out														0
<b>Total</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>15</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	8	ELL Students with Disabilities	5
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	12		5	3						15
Total	12	0	5	3	0	0	0	0	0	15

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	1	1	2	1	0								8
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1		1	3	1	1								7
<b>TOTAL</b>	4	1	2	5	2	1	0	0	0	0	0	0	0	15

## Part III: Assessment Analysis

**Assessment Breakdown**

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	1		1	0	0								6

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0												
	I	0	2											
	A	0		3										
	P	0		1		1								
READING/ WRITING	B		2	1										
	I			3	1									
	A					1								
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	0	0		3
4	3	5	0		8
5	6	10	0		16
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		0		0				3
4	4		4		0				8
5	6		9		1				16
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The assessment tools used to evaluate the early literacy skills of our ELLs are the Fountas and Pinnell, informal classroom observations, pre/post assessments unit exams which are administered in the classes, and student friendly rubrics. This information is shared with the classroom teachers and cluster teachers to inform their instructional practices and plan differentiated. Thus, the results of Fountas and Pinnell drive the instruction in determining the grouping for the reading groups. Moreover, it also provides data about students who are meeting the grade benchmarks and the student who are still struggling and require additional supports. In phonemic awareness and other reading skills. For students who fall below the benchmark designated by Fountas/Pinnell, AIS is recommended we recommend and our extended day program where students receive small group instruction three times a week. At the moment, it is impossible to notice a general trend based in on new Ready Gen common core curriculum that is presently being used along on the NYC Performance Series of assessments.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The scores of 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 a 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 on writing and reading writing across the curriculum. Thus, we have implemented an effective small group reading instruction where everyday and in small groups students enhance their reading skills. Those skills are also 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.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The scores of 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 a 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. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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 and writing from sources. 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. However, we encourage the native language assessment by having students take state tests in their native language. For students who do not have a chance to take an assessment in their native language we provide bilingual glossaries. We also provide oral translation of test and exams when necessary.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

P.S 241 uses data to guide instruction within the RTI framework. It is important to note that the performance of struggling ELL students is measured against the backdrop of their language acquisition level. First, the RTI teams assesses the suitability of general instruction within the classroom. Teachers whose instructions does not meet the needs of ELLS, are offered professional help in forms of professional development. If however, there is a strong evidence of rigorous and targeted instructions within the classroom setting, and ELL students continue to struggle, they are referred for a six week AIS services. At the beginning of this process students are evaluated using the Briganza assessment. At the end of the six week intervention, students will again be evaluated in order to assess the progress students made during the six week program. If after the six week period of time students do not make adequate progress, the RTI will apply Tier 3 interventions.

6. How do you make sure that a child's second language development is considered in instructional decisions?

To make sure that students' native languages are considered in instructional decisions we group students in mixed proficiency groups where students of beginning proficiency have a chance to negotiate meaning together with students who are more proficient. We use our bilingual staff to translate content when necessary. Additionally, we use translated graphic organizers, bilingual glossaries and bilingual books which develop both: native and English language proficiency. Students are always welcome to use native language in class. Additionally, new vocabulary is always translated into the child's native language. By focusing on cognates and similarities of meaning between English and Spanish, students are invited to create connections between English and home language. We encourage parents of ELL students to continue to use native language at home and in the community.

P.S 241 groups students by both: grade level and language acquisition level. Therefore, instruction is delivered to meet students' needs in both. Hence, if a child is at the speech emergent level very simple responses will be expected. A child at this level will be required to demonstrate his understanding by nonverbal cues. The farther the child is in his/her language acquisition process the more linguistically complex structures will be embedded in the lesson.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Does not apply.

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

The success of our ESL program can be seen through our test results. According to NYSESLAT results, a total of 2 students have tested out of this exam. One student 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.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Once a new student registers at PS 241, our licensed ESL teacher administers the Home Language Language Identification Survey- HLIS. At that time the licensed teacher 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 ESL teacher 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 several 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 and Spanish. 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.

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.

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.

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

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 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.

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.

At the initial conference with parents of ESL students, parents make a program choice for ESL, Bilingual or Dual Language Program. As P.S 241 only offers ESL program, we inform parents that Bilingual and Dual Language programs are available at other schools. If a parent is interested in such a placement, we refer him to a bilingual (English-Spanish) parent coordinator who together with a parent makes a phone call to such a school and investigates the specifics of a possible placement. This year we only had one parent possible interested in a bilingual school. In the end they made a decision in favor of the ESL program at P. S 241.

After the collection of program choices from the parents of ELLS the ESL teacher will enter this information onto the ELPC screen within the 20 days of student's enrollment into the schools system. The data collected from screen will help the school to determine the number the number of students to be placed in each program.

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

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.

P.S 241 starts preparation for the NYSESLAT EXAM two weeks before the start dates for the speaking section of the test. Our testing coordinator attends the testing meeting. She turn keys the information to the staff responsible for the administration of the exam. Before the start of the speaking section the ESL team comes up with a schedule that will enable efficient way of testing the students. As the ESL teacher is no longer allowed to admister the test, the principal designates the person responsible for testing students in speaking. This person gets one-day traing in the speaking testing procedures. To facilitate accurate speaking assessment the ESL students participate in the exam but she is not grading students. For reading, writing, and listening we group students according to their grade bands. SWD students are provided with necessary accommodations according to their IEPS.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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 according to their grade and 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. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The ESL schedule allows the ESL teacher to provide the mandated number of minutes. Thus, she pulls out the beginning students twice a day for 35 and 40 minutes respectively for the total of 375 minutes. The same schedule is followed for intermediate students.

With advanced students, the ESL teacher pulls them out for 45 minutes four times a week.

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

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 and 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 and engineering. 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 which provide interactive and fun approach to content areas covered in class. Additionally, our staff including the Engineering teacher, the parent coordinator as well one para professional are bilingual in Spanish and English. The school uses them as invaluable resource in addressing students' academic and emotional needs.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
We use Spanish Lab to initially assess Spanish speaking students.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
We continuously assess our ELLs in all four modalities of language acquisition. In reading students are assessed through E-Class and Fountas Pinell. For writing we will be using our Baseline Assessment administered by the DOE. Speaking is evaluated by means of an Oral Language Development rubric which describes 5 levels of oral development. Listening is assessed with the help of Ello.org website which offers variety of listening exercises and tests.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
  - c. Describe your plan for ELLs receiving service 4 to 6 years.

- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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, 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 Common Core aligned reading program as well as Imagine Learning computer program.

B.

Newcomers are encouraged to participate in all classroom activities by means of non verbal communication. The 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. In many instances the school's bilingual pedagogue works 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. We currently have no term ELLs in our school. Should such students register, the ESL team would conduct a thorough assessment of such students. The results of this assessment would allow for instructional decisions that would address the learning gaps of such students.

Active student engagement and oral academic vocabulary needs to become a focus in classrooms with LTELs.

E-

Students who have tested out of NYSESLAT are offered testing modifications and extended testing time. Moreover, they are invited to participate in the extended day program which offers individualized instruction and necessary language support.

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

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 Ready Gen program for ELA, and Go 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 FOUNDATIONS and Wilson's program. In the ESL classroom the teacher uses the leveled reading Program - Rigby which includes a variety of fiction and non fiction reading materials. 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, 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 rigorous Ready Gen program. All of the grades are also actively using the web based program called Imagine Learning which provides highly engaging instruction through age and grade appropriate activities.

All students whose IEPs mandates ESL instruction receive required number of minutes. We currently have no SWD students

whose IEP mandates bilingual education. Should such a need arise, we would recommend a bilingual program at a different school to them.

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

We have used instructional and scheduling flexibility for ESL and SWD students by involving the ESL teacher in the guided reading instruction in grades K-3. During this time the ESL teacher provides guided reading/ ESL instruction within the least restrictive environment.

Moreover, flexible scheduling is reflected in how students who are above grade level in reading join students in the upper grade for that period. Similarly, students who are below grade level receive reading instruction with students who are at the same reading level but one grade below.

### Courses Taught in Languages Other than English ⓘ

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

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

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

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

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

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 READY GEN 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.

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

Our Ell program success can be seen through the data provided test results. According to NYSESLAT results, a total of 2 students have tested out of this exam last year. We are also applying growth measures to evaluate how many students are moving up in their proficiency levels.

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

Year 2013/ 14 is the start up year for the implementation of two programs: Ready Gen and Go Math. Mainstream teachers meet regularly during common planning sessions in order design and plan necessary modifications for ELL students in order to enable students to meet the Common Core Standards.

The school will also continue two of the arts programs: Studio in the School, Dance for Life and Broadway Junior. Both of those programs help ESL students to express themselves artistically and creatively .

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

P.S 241 is not planning the discontinuation of any programs.

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

The ELL students at P.S 241 are encouraged to participate in afterschool program and Saturday Test Preparation Academy, focusing on grades 3-5. 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.

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

P.S 241 uses a variety of instructional materials in order to deliver the best possible instruction to the ELL students. In the mainstream classroom students learn by using the Ready Gen program for English Language Arts and Go Math, which are aligned to the Common Core Learning Standards with strategies to engage our English Language Learners. Additionally, the ESL teacher uses the Elements Vocabulary Program which focuses on the development of academic vocabulary. All classes are also using a web based program Imagine Learning, which enhances reading and vocabulary instruction through interactive games and activities. Since September the school purchased the Common Core aligned program for Mathematics-GO Math. 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 of the 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 ELLs.

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

The ESL Classroom is equipped with a variety of resources in students' native languages. Apart from resources such as classroom visuals and bilingual dictionaries, students are encouraged to use their native language whenever they feel comfortable. Emerging speakers are paired up with bilingual students who, when necessary, help to translate important concepts. The ESL teacher has also purchased a set of bilingual books which students can read during independent reading. P.S. 241 has also embraced the technological tools such as online dictionaries which offer a quick and visual representation of vocabulary. Through direction in students' native language the web-based program Imagine Learning helps students to navigate the meaning of content.

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

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 READY GEN for ELA, and GO 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 the 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 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 reflect students' deeper understanding of scientific, technological, and mathematical concepts. Third through fifth graders receive literacy instruction through "Teaching Story Elements with Favorite 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.

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

In the effort to assist newly enrolled ELLs in our school, the administration provides an orientation session to familiarize the students with the rules and procedures of the school. Sessions like these also provide a chance for an ESL teacher to meet the new ELLs and their families. Additionally, our fifth grade teacher who has ESL students in their classrooms is supported in their efforts to prepare the students for the transition into a new school.

18. What language electives are offered to ELLs?

Does not apply.

19. For schools with dual language programs:

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

Paste response to questions here:

### C. Professional Development and Support for School Staff

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

1.

STEM Institute of Manhattan provides extensive Professional Development to our teachers. Network CFN 410 works on a continuous basis with the ESL and mainstream teachers. Additionally, the ESL teacher is attending bi-weekly Professional Development Sessions conducted by the Professor at Molloy College. 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. 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. 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 meetings 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.

3. 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, PT, speech therapists, guidance counselor participate in professional development to address students' needs.

4. As described above.

## D. Parental Involvement

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

1. At PS 241, we actively seek to have strong parental involvement among all the students of our students. To this end, the administration, teachers, School Based Support Team (SBST), Parent Coordinator and Parent Teacher Association each plays a distinct and vital role, while also working in a complimentary manner in reaching out to the parents, providing them with a variety of opportunities for participating, not only in the education of their children, but also in addressing their own needs and concerns as well. Parents of ELLs are given equal opportunity and access to all activities and information in their home languages, both in writing and through the use of interpreters.

Teachers communicate with parents keeping them current on the progress of their students, addressing any academic concerns they may mutually have regarding their children, not only during Parent Teacher Conference, but during other times as well. We do an interactive school website which can be accessed by the Parents of our students. Throughout the school year, parents are invited to the themed STEM family nights, school tours, class trips and other related school activities.

We have a Response to Intervention Team that includes Psychologist, Social Worker and a Bilingual Parent Coordinator who provide support in the language of the parents of ELL students who children may need to be evaluated for IEP related issues.

2. The school partners with various organizations to provide the support for the parents of ELL. In one month we will be starting an Afternoon ESL Program organized by the Jewish Community Council of Greater Coney Island. Food bank of NYC, Learning Leaders, Friends of the Children, Beacon Afterschool Program, Cook Shop Workshops for students and parents providing nutritional activities, Studio in a School workshops for both, Cool Culture passes for parents and our Kindergarten students and Broadway Junior Drama program is will be providing nutritional program and workshop for all parents .

3. The needs of the parents are addressed in the Parent Coordinator survey that is distributed in September to every parent, especially the parents of our ESL students. Working closely with the ESL teacher, arrangements are made for ELL Parent Orientation meetings and follow ups with phone calls of those unable to attend. Based on the Parent surveys, workshops are scheduled with outside providers, DOE supports and other resources to support their concerns and needs. Parents are also given resources to seek additional support. The school creates a monthly school calendar, which includes all events, dates and times. Our Parent Teacher Association, holds monthly meetings and works actively to support the school. Our school leadership consist of 5 staff members and 5 parents, who meet monthly to address the needs and sets in place the goals for the current school year based on recent data such as school attendance, NYS Reading and Math scores, NYSESLAT data and the review of the school's Progress Report

4. The parents of our students have been increasingly curious about our school's STEM curriculum for the past three year, In response , we have created monthly STEM Family nights based on the four themes, Science, Technology, Engineering and Math. At these sessions, games and activities are presented, demonstrated and help to keep inform parents about our new STEM curriculum. PTA also organizes monthly movie nights as a way to involve parents and students in the school community. This school year, the administration has invested into the Cool Culture program. This program offers free admission to many of the museums, historical sites and other interesting exhibits in our city.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Diana Diaz	Principal		1/1/01
Eve Navarro	Assistant Principal		1/1/01
Michelle Perez	Parent Coordinator		1/1/01
Magda Samuels	ESL Teacher		1/1/01
Lynn Burrowes	Parent		1/1/01
Mitchell Gorbunoff/ICT	Teacher/Subject Area		1/1/01
Dawn Blair	Teacher/Subject Area		1/1/01
Ellen Darensbourg	Coach		1/1/01
	Coach		1/1/01
Rebecca Dreisinger	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

DBN: **241** School Name: **Stem Institute of Manhattan**

Cluster: \_\_\_\_\_ Network: **CFN 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 is a K-5 school that serves the community with a large number of parents who speak Spanish. This information is based on the data stated in our 2012-2013 Progress Report, which stated that 98% of our students are Black or Hispanics. When broken down, 38% of our parents speak Spanish at home.

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.

A careful analysis of family language data at PS 241 in 2012-2013 school year indicates thus far that out of population of 101 students, 38% are Hispanic, 60% are Black, 1% are Asian or Pacific Islander (which includes Bengaili), 1 student is white.

## 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.

Since the majority of our sparents speak Spanish we are using an in house staff members, our Parent Coordinator, Ms. Perez, our Asst. Principal, Ms. Navarro and teachers who are bilingual to provide written translation of documents into Spanish. Items include our monthly calendar, student report cards and official school memorandums. We make sure that all the documents are sent in timely manner.

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.

Our communications to parents are translated by Ms. Michelle Perez , our Parent Coordinator and other bilingual staff members. Oral interpretation services are provided to parents during staff/teacher meeting, monthly PTA meetings and during school events, such as the Principal's monthly breakfast held on the third Thursday of the month and during Parent Teacher Conferences, in the Fall and Spring of each school. We do contact an outside contractor is needed or request. We also have several staff members who can translate in Spansih

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>.

For the langauges other than Spanish we will use The Translation and Interperatation Unit. For written translation we will send them the document to our Parent Coordinator, Ms. Perez for translation. We also use the DOE web when the option for printing documents in other languages is provdied.