

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

03M241

School Name:

STEM INSTITUTE OF MANHATTAN

Principal:

MARCIA HENDRICKS

Comprehensive Educational Plan Outline

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Section 2: School Leadership Team (SLT) Signature Page

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Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Marcia Hendricks	*Principal or Designee	
Teresita Marte	*UFT Chapter Leader or Designee	
Joseline Rosso	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Mitchell Gorbunoff	Member/UFT Teacher	
Pascalina Koch	Member/UFT Paraprofessional	
Linda Brown	Member/UFT Teacher	
Danielle Seaborn	Member/Parent	
Wanda Diaz	Member/Parent	
Lynn Burrowes	Member/Parent	
Debbie Patterson	Member/Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

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

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

The Capacity Framework and CEP Development

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



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

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

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

STEM Institute of Manhattan is a K-5 school with 105 students. The school population comprises 58% Black, 38% Hispanic, 2% White and 2% Asian. The student body includes 13% English Language Learners and 32% special education students. 92% of students are eligible for free lunch and the student attendance rate for 2013-2014 was 93%. The school is located on the second floor of a building shared with two charter schools. STEM's mission is to have students develop research, communication and collaboration skills needed for college and career through inquiry and discussion with a focus on science, technology, engineering and math. Students utilize scientific knowledge in the engineering lab through invention and design. The fully equipped computer lab provides resources for students to experience programming and the most recent advances in technology. All students develop a portfolio that includes Common Core aligned STEM projects which integrate science, social studies and literacy.

New York Cares has partnered with the school to provide programs on financial literacy, robotics, arts and literacy and math games. The Friends of the Children of New York provide social-emotional support for students and students are continually using technology to support learning through learning.com and Imagine Learning. Broadway Jr. trains students to present a full production by year's end and the school band and chorus are led by a Vassar trained musician.

In order to further close the achievement gap, teachers collaborate in structured inquiry teams on a weekly basis. Teachers analyze data and student work and discuss best practices to move student achievement. Teachers have taken on many other leadership roles such as professional learning facilitators and committee chairs. Across classrooms, students are engaged in evidence based discussions in all subject areas. In addition to engaging in engineering projects in the STEM lab, students are developing a portfolio of STEM projects completed in each classroom incorporating college and career ready standards.

School leaders support teachers with actionable feedback using both informal and formal observation data and data from regular walkthroughs.

The school has begun the adoption of PBIS to address the behavioral issues reflected in the OORS data. Teachers have collaboratively developed the positive behavior expectations, the behavioral rubric and lesson plans that will be used to explicitly teach positive behavior expectations. To engage students in school management and organization, select students in grades 3-5 are participating in a group of STEM student leaders. The group will meet regularly with the principal and lead the charge for community and school involvement.

Parents and community members are invited in to the school on a weekly basis for health and education workshops. The school staff will provide monthly parent workshops to further engage parents in every aspect of school life. These workshops will provide parents with tools for supporting their children at home. Additionally, parents will be invited to utilize those strategies learned in the workshops for monthly Family Fun days where they are invited into the classrooms.

One of the most difficult challenges facing STEM is its co-location with two charter schools; one being a middle/high school. The presence of children up to age eighteen sharing the halls and common areas with elementary school students discourages parents from the community from enrolling their small children. Therefore, the student enrollment continues to fluctuate and efforts to attract new students are often thwarted by the age differences of the students on the campus.

Last year the school made the most growth in closing the achievement gap. The school met the city's target with a result of 51.9%. Additionally, the school was found to have rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards and structures for positive learning environment, inclusive culture and student success. The school aligned resources to support instructional goals that meet students' needs.

One of the key areas of focus this year is to support teachers through providing feedback using the Danielson framework and the analysis of learning outcomes. In addition, developing curricula-aligned assessment practices that inform instruction and utilizing research-based effective instruction that yields high quality work are key areas of focus.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Based on the NYS Common Core ELA scores for all grades 12.2% of all students met proficiency by scoring at level 3. 71% of students scored at level 1.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 5% decrease in students scoring a level 1 on the ELA exam.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Teachers will identify quarterly goals for individual students and create intervention plans for increasing student achievement in ELA.	Grade 3-5 students, Teachers of grades 3-5	9/2014-6/2015	Principal, Assistant Principal, Classroom Teachers
Teachers will use the item analysis to identify trends and gaps in achievement.	Grade 3-5 students, Teachers of grades 3-5	10/2014-6/2015	Classroom Teachers, Principal, Assistant Principal
Students will receive targeted intervention based on the Response to Intervention plan as well as daily formative assessment by classroom teachers.	Grade 3-5 students	9/2014-6/2015	Classroom Teachers, AIS Teacher, SBST, Principal, Assistant Principal
Collaborative teacher teams will meet weekly to analyze student work and identify next steps. Teachers are working together as their shared goal is to improve student achievement and to prepare them for	Grade 3-5 students, Teachers of	9/2014-6/2015	Vertical Teacher Teams, Principal, Assistant Principal

college and career.	grades 3-5		
Parents will participate in workshops to understand how to assist students in meeting the Common Core Learning Standards and preparing students for college and career.	Parents and Guardians	9/2014-6/2015	Parent Coordinator, Principal, Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Use of teacher teams for inquiry, data analysis and curriculum planning. • Engaging in Network PD, Professional learning sessions in school, teacher team meetings, and common prep time once a week to foster collaboration. • Fountas and Pinnell Assessment Kit, Response to Intervention literacy materials • Imagine Learning, Learning.com, Maxscholar, Destination Reading

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, students in grades 3-5 will show at least a one reading level improvement on the Fountas and Pinnell Running Record Assessment.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			
While 86% of students in grades 3-5 made at least one level improvement, collaborative teacher teams will focus inquiry work on 14% of students who did not make at least on level improvement.				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Based on the OORS occurrence summary from 9/1/2014 to 10/31/2014, there were 29 total occurrences; 57% of which were at level 3 and 4. The school received a 76% satisfaction rating in school culture on the NYC School Survey, which is below the citywide average of 91%. The results showed that 14% of parents strongly disagree that they are safe at school and 28% of parents agree or strongly agree that crime and violence is a problem. Teachers’ responses show that there was a positive change of approximately 10 % in teachers feeling that they are safe at school from the 2013 survey.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 20% decrease in the amount of OORS incidents.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
The PBIS team will complete Tier I training to develop PBIS structures	All Teachers	10/2014-6/2015	Principal, Assistant Principal, PBIS Team, Teachers
The staff will collaboratively establish positive expectations for the school and develop classroom lessons to teach expectations.	All Staff Members	10/2014-6/2015	PBIS Team, Principal
The PBIS team will analyze OORS data to develop targeted plans to address trends and patterns of negative behavior.	Teachers	10/2014-6/2015	Principal, Assistant Principal, PBIS Team, Teachers
Students will be rewarded for exhibiting positive behaviors.	All School Staff, Students	10/2014-6/2015	All School Staff, Students
Develop clear ladder of referral for discipline.	Teachers, Students	10/2014-6/2015	Principal, Assistant Principal, Teachers

Parents will receive notice of explanation for positive expectations and return acknowledgement of support.	Parents	12/2014-1/2015	PBIS Team, Teachers, Parent Coordinator
Provide training for parents to support PBIS at home.	Parents	12/2014-6/2015	PBIS Team, Parent Coordinator
Hold school-wide kick-off event for teachers, staff and parents	Teachers, staff, parents	12/2014-1/2015	All school staff, students, Principal, Assistant Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Use of PBIS team to attend city-wide training to lead school-wide initiative
- Engaging in school professional learning for at least three sessions to develop expectations, lesson plans and initiatives
- Use of PBIS live notebook for resources for professional learning.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic	X	Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, the monthly occurrences will be reduced by 10% as reported in OORS.

Part 6b. Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Based on the most recent 2012-2013 QR Report, the school received a “Developing” for QR indicator 4.2-Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of K-5 teachers will engage in collaborative inquiry on a weekly basis to share best practices.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Schedule all K-5 teachers for two common planning periods per week.	Teachers	9/2014-6/2015	Assistant Principal, Teacher Team Leads
Establish inquiry protocol for common planning.	Teachers, Students	9/2014-6/2015	Principal, Assistant Principal, Teachers
Parents will participate in workshops to understand strategies identified through inquiry to assist students in meeting the Common Core Learning Standards and preparing students for college and career.	Parents	9/2014-6/2015	Principal, Teacher Team Leads, Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Use of teacher teams to develop common language and best practices among teachers.
- ARIS learning opportunities
- Use of schedule to allow weekly common planning periods for classroom teachers

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic	X	Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, teacher teams will engage in collaborative inquiry at least twice a month as evidenced by minutes of each meeting.

Part 6b. Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Based on Advance 60% of teachers were developing or ineffective on their MOTP scores.

Based on the most recent 2012-2013 Quality Review Report, one area of focus was the support and evaluation of teachers through feedback using the Danielson framework and analysis of learning outcomes.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 50% of teachers will move one level according to Advance data for component 3B, questioning and student discussion.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			
Teachers will be observed in cycles scheduled throughout the year.	All teachers	9/2014-6/2015	Principal, Assistant Principal
Teachers will participate in professional learning in school.	All teachers	9/2015-6/2015	Principal, Assistant Principal
Teachers will be given timely, actionable feedback following each observation. The feedback will provide short term goals for improving best practices which may include collaborative lesson planning, inter-visitiation, team teaching and/or utilizing DOE resources such as ARIS learn.	All teachers	9/2014-6/2015	Principal, Assistant Principal
Teachers will meet to review observation and student data to establish goals for all students including ELL’s and SWD and the effectiveness of instructional strategies.	All Teachers	9/2014-6/2015	Principal/Assistant Principal

Teachers will engage parents in conversations regarding data collected during classroom instruction utilizing questioning as assessment.	Parents	9/2014-6/2015	Teachers
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Use of teacher teams, peers and administrators to develop common language and best practices among teachers.
- The Danielson Framework and Advance for teacher evaluation.
- ARIS learning opportunities
- Engaging in in school professional learning, teacher team meetings, at least two periods of common prep time to allow for common planning.
- Parent Engagement periods

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic	X	Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, all teachers will be evaluated using the Danielson framework. They will have received specific, actionable feedback for component 3B on 50% of their total number of evaluations.

Part 6b. Complete in February 2015.

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X	No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

All teachers will receive specific, actionable feedback for component 3B on all observations.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Based on the most recent 2012-2013 QR Report, the school received a “Developing” for QR indicator 3.4-Establish a culture for learning that communicates high expectations to staff, students, and families, and provides supports to achieve those expectations.

Based on attendance at parent workshops and meetings 10% of parents regularly participate even though the NYC School Survey shows that 87% agree or strongly agree that the school makes it easy for parents to attend meetings by holding them at different times of the day, providing an interpreter, or in other ways.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 50% of the parent population will participate in monthly workshops and family involvement days as evidenced by attendance rosters.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Survey parents to determine their needs as it relates to supporting the school and their students.	Parents	10/2014-6/2015	Parent Coordinator
Have parents trained for Learning Leaders and schedule them to work throughout the school day in various capacities.	Parents	10/2014-6/2015	Principal, Parent Coordinator, Community Associate
Schedule parent meetings, workshops and activities for parents to attend throughout the day.	Parents	9/2014-6/2015	Parent Coordinator, Community Associate

Schedule monthly "Family Fridays" and invite parents to practice strategies presented in workshops in the classrooms.	Parents, Students	10/2014-6/2015	Principal, Assistant Principal, Parent Coordinator, Community Associate
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, an average of 25% of parents will participate in parent workshops, meetings and activities.

Part 6b. Complete in **February 2015.**

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
	<ul style="list-style-type: none"> Survey parents to identify parents who would like to facilitate workshops. 				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	K-3 rd grade students at least two levels below grade benchmark on Fountas and Pinnell Running Record Assessment Grade 3-4 students who scored 1 or 2 on NYS Common Core Assessment	Guided Reading, Foundations, Learning.com, Great Leaps, Elements of Reading lessons based on identified needs	Small group and/or one-to-one instruction by the classroom and/or AIS teacher in 5 week cycles.	Services are provided during the school day.
Mathematics	Students who score below 65% on Go Math unit assessments and those identified for strategy lessons based on identified needs	Small group instruction delivered by classroom teacher during math periods Individualized programming provided by Think Central, Interactive Math Mat, Dino Math Tracks, Learning.com	Small group and/or one to one instruction by the classroom teacher as well as on flexible duration as needed.	Services are provided during the school day.
Science	Services based on identified needs during formative assessment.	Differentiated instruction based on students' needs. Technology/Engineering instruction utilizing the STEM Magnet curriculum to individualized 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.
Social Studies	Services based on identified needs during formative assessment.	Differentiated instruction based on STEM Magnet curriculum and the needs	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.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	students who exhibit patterns of difficulties in their social-emotional development	Individual or group counseling	Guidance counselor provides services for students on individual basis and forms groups based on commonalities. Guidance counselor	Services are provided during the school day

			<p>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.</p> <p>At risk counseling services provides on-going support.</p>	
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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 Finder 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 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. Weekly professional learning sessions provide instructional support 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.

2b. 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).

Teachers will attend professional development provided by our CFN 410 and the DOE. Teachers will turn-key instructional strategies during weekly professional learning sessions.

Consultants will provide professional development as needs are identified. Additionally, teachers will engage in professional learning on a weekly basis facilitated by the Principal and Assistant Principal.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

The kindergarten teacher, Principal, Assistant Principal, 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 Assistant Principal and the Parent Coordinator, Guidance Counselor, Social Worker and teachers (if available). Parent survey will be 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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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 Mathematics Performance assessments in October 2013, January 2014 and March 2014 to monitor student progress and use the data to drive classroom instruction.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	67,292	X	9,10,11,12,13,15,16,17,18
Title I School Improvement 1003(a)	Federal	N/A		
Title I Priority and Focus School Improvement Funds	Federal	N/A		

Title II, Part A	Federal	95,732	X	11,13,15,16,17,18
Title III, Part A	Federal	N/A		
Title III, Immigrant	Federal	N/A		
Tax Levy (FSF)	Local	796,842	X	9,10,11,12,13,15,16,17,18

¹Explanation/Background:

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

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

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

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

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

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-

quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

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

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

The 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;
- encouraging more parents to become trained school volunteers;

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

School-Parent Compact (SPC)

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 03	Borough Manhattan	School Number 241
School Name STEM Instititue of Manhattan		

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	101	Total number of ELLs	15	ELLs as share of total student population (%)	14.85%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out	4	1	2	5	2	1								15
Pull-out														0
Total	4	1	2	5	2	1	0	15						

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	12		5	3						15

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	12	0	5	3	0	0	0	0	0	15
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section 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
TOTAL	4	1	2	5	2	1	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
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/	B	0												

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:

- 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:

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

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 turns 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 administer the test, the principal designates the person responsible for testing students in speaking. This person gets one-day training 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. [i](#)
- 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 minutes 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 LTELLs.

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

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Courses Taught in Languages Other than English

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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

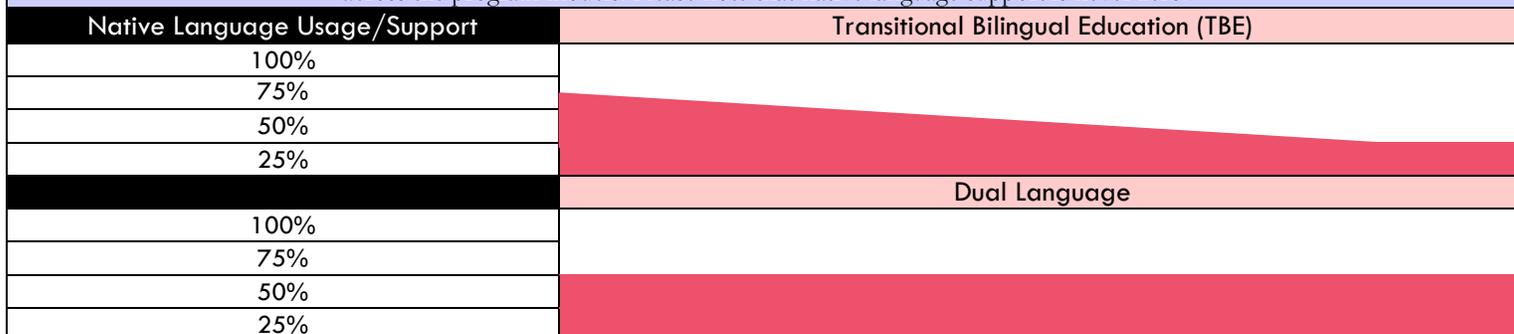
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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.



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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 student's 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 of FOUNDATIONS program. Our rich libraries are also available on varying levels; A-Z. This enables students with varying reading skills to have access to materials 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 Favourite Books" by Ellen Tarlow and language instruction through "Teaching Grammar Through Palyful Poems by Nancy Mack. Students in upper grades receive instruction through teacher designed units. All of the grades are also actively using the web based program called Destination Reading which provides highly engaging instruction through age and grade appropriate activities.

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 are 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 address 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 Interpertation 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.