

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

03M241

School Name:

STEM INSTITUTE OF MANHATTAN

Principal:

MARCIA HENDRICKS

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: STEM Institute of Manhattan School Number (DBN): 03M241
Grades Served: K-5
School Address: 240 West 113th Street, New York, N.Y. 10026
Phone Number: 212-678-2898 Fax: 212-678-2975
School Contact Person: Marcia Hendricks Email Address: mhendri@schools.nyc.gov
Principal: Marcia Hendricks
UFT Chapter Leader: Linda Brown

Parents' Association President: Jocelyn Rodriguez
SLT Chairperson: William Harris
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Debbie Patterson
Student Representative(s): _____

District Information

District: 03 Superintendent: Ilene Altschul
Superintendent's Office Address: 154 West 93rd Street
Superintendent's Email Address: ialtsch@schools.nyc.gov
Phone Number: 212-678-5878 Fax: 212-222-7816

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 Seventh Avenue, New York, N.Y. 10001
Director's Email Address: YChu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 917-339-1765

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Marcia Hendricks	*Principal or Designee	
Linda Brown	*UFT Chapter Leader or Designee	
Jocelyn Rodriguez	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Debbie Patterson	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
William Harris	Member/ UFT Teacher	
Pascalina Koch	Member/UFT Paraprofessional	
Teresita Marte	Member/ UFT Teacher	
Wanda Diaz	Member/ Parent	
Jocelyn Rosso	Member/ Parent	
Esperanze DeJesus	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

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

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

STEM Institute of Manhattan is a K-5 school with 98 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 2014-2015 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 continues to implement 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 are 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 was found to have rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards. 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.

03M241 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	102	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	91.9%	% Attendance Rate		92.5%
% Free Lunch	91.9%	% Reduced Lunch		N/A
% Limited English Proficient	14.1%	% Students with Disabilities		32.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		57.6%
% Hispanic or Latino	38.4%	% Asian or Native Hawaiian/Pacific Islander		2.0%
% White	2.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	N/A	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		23.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		4.59
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	12.2%	Mathematics Performance at levels 3 & 4		9.5%
Science Performance at levels 3 & 4 (4th Grade)	71.4%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based on the Fountas and Pinnell running record assessment, 26% of students entering grade 3 in 2014 were reading at or above grade level. The quality review found that instructional and assessment practices were inconsistent across classrooms with teachers unable to make effective adjustments and meet the needs of all students.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 15% increase in K-2 students reading on grade level as measured by the Fountas and Pinnell running record assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Teachers will identify quarterly goals for individual students and create intervention plans for increasing student achievement in ELA.	Grade K-2 students, Teachers of grades K-2	9/2015-6/2016	Principal, Assistant Principal, Classroom Teachers
Teachers will use assessment data to identify trends and gaps in achievement.	Grade K-2 students, Teachers of grades K-2	10/2015-6/2016	Principal, Assistant Principal, Classroom Teachers
Students will receive targeted intervention based on the Response to Intervention plan that includes the utilization of Foundations for Phonics instruction as well as daily formative assessment by classroom teachers.	Grade K-2 students	9/2015-6/2016	Principal, Assistant Principal, Classroom Teachers, SBST, AIS Teacher
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 college and career.	Grade K-2 students, Teachers of grades 3-5	9/2015-6/2016	Vertical Teacher Teams, Principal, Assistant Principal
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	9/2015-6/2016	Principal, Assistant Principal, Parent Coordinator
Teachers will attend professional learning sessions on formative assessment, guided reading and conferencing.	Instructional Staff	9/2015-6/2016	Principal, Assistant Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Use of teacher teams for inquiry, data analysis and curriculum planning. • Engaging in Citywide 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 • Per-diem funds to cover teachers for professional learning sessions

Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By February 2016, students in grades 3-5 will show at least a one reading level improvement on the Fountas and Pinnell Running Record Assessment.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based on the OORS occurrence summary from 9/2015 to 6/2015, there were 84 total occurrences; 89% of which were at level 3 and 4. The school received a 76% satisfaction rating in school culture on the 2014 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 20% decrease in the number of OORS incidents.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The PBIS team will provide professional development to assess and refine PBIS structures</p>	<p>All Teachers</p>	<p>9/2015-6/2016</p>	<p>Principal, Assistant Principal, PBIS Team, Teachers</p>

The staff will continue to teach positive expectations for the school and develop additional classroom lessons to teach expectations.	All Staff Members	9/2015-6/2016	PBIS Team, Principal
The PBIS team will analyze OORS data to develop targeted plans to address trends and patterns of negative behavior.	Teachers	9/2015-6/2016	Principal, Assistant Principal, PBIS Team, Teachers
Students will be rewarded for exhibiting positive behaviors.	All School Staff, Students	9/2015-6/2016	All School Staff, Students
Review and revise clear ladder of referral for discipline.	Teachers, Students	9/2015-9/2016	PBIS Team, Teachers
Parents will receive notice of explanation for positive expectations and return acknowledgement of support.	Parents	9/2015-10/2015	PBIS Team, Parent Coordinator
Provide training for parents to support PBIS at home.	Parents	10/2015-6/2016	PBIS Team, Parent Coordinator, PTA President
Hold school-wide kick-off event for teachers, staff and parents	Teachers, Staff, Parents	9/2014-10-2015	All School Staff, Students, Principal, Assistant Principal
Tier II and Tier III intervention plans will be implemented for high-need students	Teachers, Students, Parents	10/2015-6/2016	PBIS Team, Guidance Counselor, Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Use of PBIS team to attend regular meetings to lead school-wide initiative • Engaging in school professional learning for at least three sessions to review and revise lesson plans and initiatives • Use of PBIS live notebook for resources for professional learning. 											
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, the average monthly occurrences will be reduced by 20% as reported in OORS.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based on the 2014-2015 Quality Review Report, the school received a “Developing” for indicator 4.2-Teacher teams and leadership development. The findings indicate that teachers are beginning to connect school goals to increase student achievement, but these practices have not yielded progress in student achievement. The practice of analyzing student work is being adjusted and refined and is beginning to impact student achievement.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, as a result of teacher team collaboration around looking at student work and developing teaching strategies, student proficiency measured by on-demand writing tasks will increase by 30% as compared to fall 2015 baselines.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	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>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 			
Schedule all K-5 teachers for two common planning periods per week.	Teachers	9/2015-6/2016	Assistant Principal
Establish inquiry protocol for common planning.	Teachers, Students	9/2015-6/2016	Principal, Assistant Principal

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	9/2015-6/2016	Principal, Parent Coordinator
Teachers will attend professional learning sessions on inquiry protocol and norming assessments.	Teachers	9/2015-6/2016	Principal, Assistant Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • 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 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. By February 2016, 15% of students will show an improvement on on-demand writing pieces.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. Summarize your school’s strengths and needs relative to this 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 trends and sources.
Based on 2014-2015 Advance data, the average component rating for 3b: Questioning and Discussion was 1.88.
Based on the 2014-2015 Quality Review Report, questioning and discussion techniques engaged students with limited success.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2106, the average component rating for 3b: questioning and discussion will be at least 2.2.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	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>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to promote parent leadership and engagement as a key lever for school improvement. 			
Teachers will participate in professional learning with a focus on questioning and discussion and total participation techniques.	All Teachers	9/2015-6/2016	Principal and Assistant Principal
Teachers will be observed in cycles scheduled throughout the year.	All Teachers	9/2015-6/2016	Principal and Assistant Principal

Teachers will participate in professional learning in school.	All Teachers	9/2015-6/2016	Principal and 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-visitation, team teaching and/or utilizing DOE resources such as ARIS learn.	All Teachers	9/2015-6/2016	Principal and 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	9/2015-6/2016	Principal and Assistant Principal
Teachers will engage parents in conversations regarding data collected during classroom instruction utilizing questioning as assessment.	Parents	9/2015-6/2016	Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • 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 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, 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 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based on the most recent 2014-2015 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 QR report shows that parents feel welcome in the school.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 15% of parents would have participated in at least 2 meetings held between February and June with 50% of parents participating in the final Parent/Teacher conference as evidence by attendance rosters.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Survey parents to determine their needs as it relates to supporting the school and their students.</p>	<p>Parents</p>	<p>9/2015-6/2016</p>	

Have parents trained for Learning Leaders and schedule them to work throughout the school day in various capacities.	Parents	9/2015-6/2016	
Schedule parent meetings, workshops and activities for parents to attend throughout the day.	Parents	9/2015-6/2016	
Schedule monthly "Family Fridays" and invite parents to practice strategies presented in workshops in the classrooms.	Parents	9/2015-6/2016	

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • City-wide Learning Leaders Training • Staff members to facilitate parent workshops • Parent coordinator to organize workshops and regularly communicate with parents • Community Associate to develop relationships with community agencies 											
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, 5% of parents would have participated in at least 2 meetings between February and June with 25% of parents participating in the first Parent/Teacher conference as evidenced by attendance rosters.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

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	Services are provided during the school

			studies period based on the STEM Magnet curriculum	day during the social studies periods.
At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	Students who exhibit patterns of difficulties in their social-emotional development	Individual or group counseling	<p>Guidance counselor provides services for students on individual basis and forms groups based on commonalities.</p> <p>Guidance counselor also plans and conducts school wide prevention activities in topics related to the needs of the students, programs such as “respect for all”, Character education, etc. School nurse also provides training for the staff on the proper use of the “ EPI pen. For students in their classes who have been identified as allergic to certain food items.</p> <p>At risk counseling services provides on-going support.</p>	Services are provided during the school day

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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

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.
<p>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</p> <p>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.</p> <p>Teachers also attend professional development provided by the DOE.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Teachers will attend professional development provided by the DOE. Teachers will turn-key instructional strategies during weekly professional learning sessions.</p> <p>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.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

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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).

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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 teachers, 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 2015, January 2016 and March 2016 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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	64,276.00	X	12,14,16,18,20
Title II, Part A	Federal	96,458.00	X	12,14,16,18,20
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	892,995.00	X	12,14,16,18,20

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:

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

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

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

- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) *(Required for All Title I Schools)*

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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’s Title I Parent Advisory Council (PAC) 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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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, Parent Association, and Title I Parent Committee 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, School Quality 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) Template

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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Marcia Hendricks	Assistant Principal Evangelis Navarro
Coach	Coach type here
ENL (English as a New Language)/Bilingual Teacher Maryun Thame	School Counselor Tameka Frazier
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Michelle Perez
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Ilene Altschul	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	93	Total number of ELLs	12	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	3
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	7	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total	
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
DL											0
ENL	5	0	0	7	0	3					0
Total	0	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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			1	2	1	3								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				2	1	2								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)					1									0
Emerging (Low Intermediate)			1											0
Transitioning (High Intermediate)						1								0
Expanding (Advanced)			1	2	2	4								0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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, Ready Gen assessments, informal classroom observations, pre/post assessments administered in the classes, and rubrics. This information is shared with the classroom teachers and cluster teachers to inform their instructional practices. Thus, the results of Fountas and Pinnell drive the instruction in determining the grouping for the reading groups. Moreover, the Ready Gen assessments provide data about students who are, or are not meeting the grade benchmarks for phonemic awareness/reading skills. For students who fall below the benchmark designated by such assessments we recommend AIS where students get extra support.
 At the moment it is impossible to notice a general trend based on Fountas and Pinnell assessments as students' individual results represent a various skill levels.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The scores for majority of students taking NYSESLAT and LAB-R reveal that students tend to score high on the speaking and listening sections. However, the writing and reading part of the NYSESLAT and LAB-R is where students falter.
 Those results are driving force for the ESL instruction where teachers realize that students need extra support in reading comprehension and writing assignments. As a result we are currently focused on writing and reading writing across 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.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Students are not making progress and attaining english language proficiency as determined by Annual Measurable Achievement Objectives.
- For each program, answer the following:

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

a.
b/c. Data from periodic assessments is reviewed by the Data Team. They review 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 throughout the school day in small group settings to address these specific needs. When analyzing exam results such as the Spanish Lab it is evident that our students are mostly English dominant and do not fare as well in their native language.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.] 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 their language acquisition level. First, the RTI teams assesses the suitability of general instruction within the classroom. Teachers whose instruction 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 six week AIS services. At the beginning of this process students are evaluated using the Briganz 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 student's new 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 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 usage of native language at home and in the community.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

Does not apply
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
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. Two students passed in first grade, one in third grade and one in fourth grade. Some students stayed on the same proficiency level while others advanced by one level.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
Once a new student registers at PS 241, a licensed pedagogue administers the Home Language Language Identification Survey HLIS. At that time the licensed pedagogue trained in the intake process conducts an informal interview in English and/or in the parent's native language. Based on the result of the HLIS and the parent interview, it is determined whether or not the student will be administered the Language Assessment Battery Revised (LAB-R) in English and/or in Spanish where applicable. An ESL pedagogue administers eligibility based on a HLIS. The LAB-R is hand scored by the pedagogues before being delivered to the Scan Center. According to the LAB-R results, students identified as English Language Learners (ELLs) are properly placed into the correct program classes.
Every school year, we have ongoing Parent Orientation Meetings for parents of ESL students. The fully certified ESL pedagogue,

conducts this orientation meeting in September within the first 10 days of student registration based on the HLIS, along with the help of other staff members and provides an agenda and sign-in sheet for the parents. The Assistant Principal, Parent Coordinator and fully licensed translators are also present at the orientation to assist and provide the translation services for school documents such as the Parent Survey and Program selection forms. At this meeting, we show the parents the Parent Choice Video from the Department of Education. This video is viewed in all the languages that represent our population. These languages include English, Spanish and Bengali. Once the video is viewed, parents receive the Program Selection Letters in their native languages. We have many staff members present to translate questions that parents who are less proficient in English may have.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
Once there is an indication on the Home Language Identification Survey that a student has had an interruption or inconsistency in their prior schooling, the oral interview questionnaire is administered. For students who have a home language of Arabic, Bengali, Chinese, Haitian, Creole, Spanish, Creole, the LENS is administered.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
The Language Proficiency Team members, Principal, ENL Teacher, SETTS teacher and parent, determines whether the student should take the NYSITELL based on the HLIS, the student's history of language use and information provided by the Committee on Special Education.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Upon completion of the NYSITELL, the raw scores are analyzed and as ELL status is determined, parent notification letters will be distributed in their home language and in English. Continued entitlement letters are processed within the first 10 days of school. Parents of students no longer required to receive ENL services are notified via non-entitlement letter within 5 school days after the LPT members analyze all data.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents of students who have undergone the ELL Identification process will be notified that they have a right to appeal and students will go through the Re-identification process within 45 days.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
When a new ELL enrolls in the school, the ENL teacher will provide the parent orientation within 5 days where parents view the Parent Orientation video that explains the three program options. 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 154.2 and 154.3. 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.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
All parents are informed of the three program models at the parent orientation. At the time of the orientation, parents are provided with a parent survey and program selection form. Parents are informed that they must return the completed and signed form within 5 school calendar days. The ENL teacher monitors the return of parent surveys and program selection forms. She backpicks reminders

(in the parents' preferred language 2 days prior to the 5 day deadline. Once the form is returned, parent choice is entered in the ELPC screen in ATS. The ELPC screen is reviewed every month.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Parents who do not complete and return the forms receive an individual phone call to ensure that they understand the nature of all available programs. Second and third notices are sent home with students, if needed, to ensure that parents are informed about their program choices.
9. Describe how your school ensures that placement parent notification letters are distributed.
All parents are informed of the three program models at the parent orientation. At the time of the orientation, parents are provided with a parent survey and program selection form. 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.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All documentation is filed in each child's cumulative record and copies are maintained in a compliance binder for a minimum of 5 years.
11. 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 ENL teacher and the Assistant Principal run 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. A NYSESLAT testing memo is distributed to all staff members that delineates the periods that are reserved for test administration. The ENL teacher collaborates with the IEP teacher to ensure that students who are entitled to testing modifications are accommodated.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
By September 15th, continued entitlement and transitional support letters are prepared by the ENL teacher for students who continue to be entitled to ELL services (based on the NYSESLAT). Letters are sent in the preferred language of the parent.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
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 ENL 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 154-2.3.

Part V: ELL Programming

A. Programming and Scheduling Information

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

- a. Freestanding ENL program.

The model for ENL at PS 241 consists of both integrated and standalone instruction. Integrated ENL takes place according to grade level. The ENL teacher and classroom teacher co-teach during ELA and other content areas according to the CR 154.2 mandates. Freestanding ENL groups are homogeneous according to NYSESLAT proficiency levels.

- b. TBE program. *If applicable.*

Not applicable

- c. DL program. *If applicable.*

Not applicable

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

To provide students with the mandated number of minutes, the ENL teacher co-teaches into the Entering and Emerging students' classrooms for 180 minutes of ESL instruction and pulls these same students out for standalone ENL for 180 minutes. The ENL teacher co-teaches 90 minutes of ELA in the classrooms of Transitioning students and they receive 90 minutes of ENL instruction integrated with other content area. Advanced and Commanding students receive 180 and 90 minutes respectively of integrated ENL in math, social studies or science.

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

Both models use a variety of instructional approaches in order to make the contents comprehensible and to enrich the vocabulary development. For entering, emerging and transitioning students teachers utilize a variety of manipulatives, pictures. During group activities entering and emerging students are also paired up with expanding students who willingly help beginning ELLs. Graphic organizers are widely used in ELA blocks and also in science. Our staff is also focused on providing explicit phonics and word study instruction which facilitates the comprehension of texts. Content material is also made more comprehensible to students due to our school-wide use of technology such as computers and smartboards which provide interactive and fun approach to content areas covered in class. Additionally, our staff including the Engineering teacher, the parent coordinator as well as one para professional are bilingual in Spanish and English. The school uses them as a resource in addressing students' academic and emotional needs.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

We use the 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?

The ENL teacher utilizes appropriate assessments to evaluate ELLs in all four modalities.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE

- b. Newcomer

- c. Developing

- d. Long Term

- e. Former ELLs up to two years after exiting ELL status

SIFE students will be initially placed with the entering ELLs in grade appropriate classes and receive intervention services from an ENL teacher for a total of 360 minutes a week. We make sure that social, emotional, and cultural needs of SIFE students are addressed. The ENL 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 given an individual program of Tier I intervention provided by the classroom teacher. 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 settings according to their individual needs. Classrooms will be equipped with the Award Reading program as well as Imagine Learning computer program that is designed to support the needs of ELL students.

B.

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

to make sure that students understand the rules and codes of behavior in the school.

C.

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

D.

DOES NOT APPLY

e. Former ELL's receive grade level, CCLS based instruction with support from the ENL teacher for 90 minutes of integrated instruction with the classroom teacher.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Within 6-12 months after the re-identification has been established, the principal will consult with the the classroom teacher, ENL teacher, the parent/guardian and the student to ensure that the student is making steady academic progress and that the determination has not adversely affected the student's academic progress.

8. 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 FUNDATIONS and Wilson's program. In the ENL 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. Students in upper grades receive instruction through teacher designed units. 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.

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

ELL-SWD students are discussed and monitored by the IEP and ENL teachers. After regular assessment, the ENL teacher will determine which students are prepared for mainstreaming and in which subject areas. The ENL teacher and IEP teacher will consult with the SBST to determine how students could be scheduled to achieve their IEP goals and attain English proficiency within the least restrictive environment.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

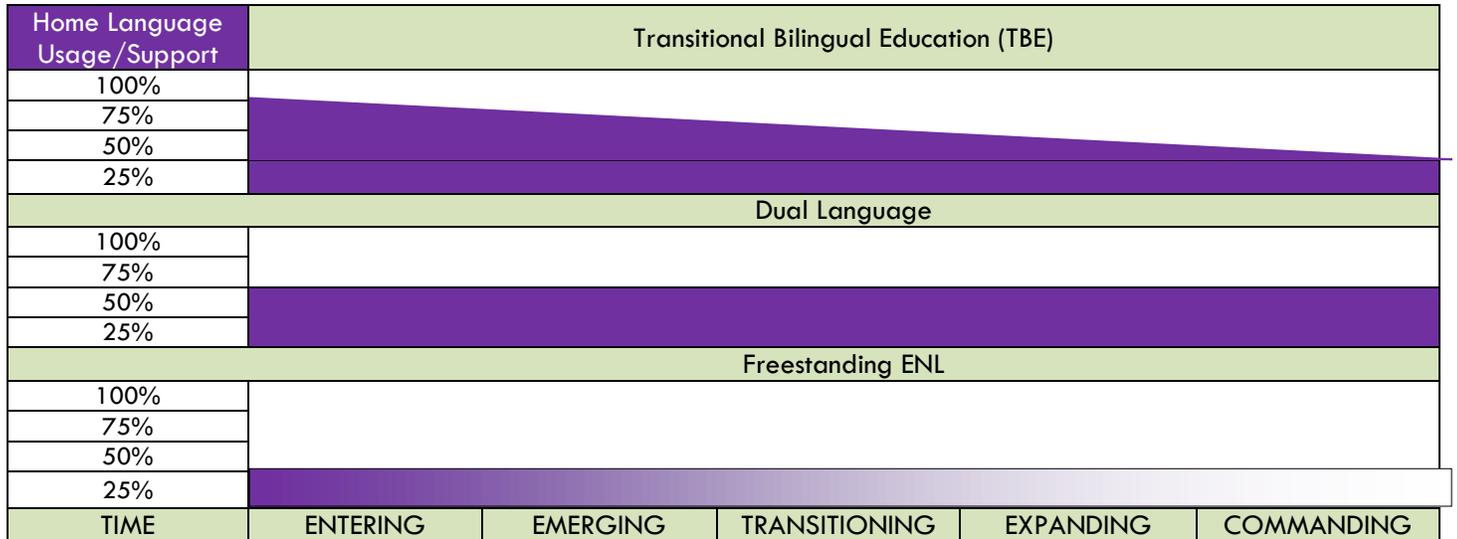


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
STEM Institute of Manhattan has an push-in/pull out program based on the levels of the students. ELL students are involved in the academic intervention program where they receive targeted intervention programs for Reading and Mathematics. All students receive individual attention to meet their needs. In order to enhance ENL instruction, P.S 241 bought two highly regarded computer based programs for ELLs; Destination Reading and Imagine Learning. The former is designed to work as a supplement to daily reading instruction. Imagine Learning, on the other hand, is designed to help students in mainstream as well as in ENL classroom. Both programs adjust their level to that of a student providing them with engaging, tailored assistance.
11. 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 9 students scored on the expanded level last year. We are also applying growth measures to evaluate how many students are moving up in their proficiency levels.
12. What new programs or improvements will be considered for the upcoming school year?
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 Common Core Standards.
The school will also continue two of the arts programs: Studion in the School, Dance for Life program and Brodaway Junior. Both of those programs help ENL students to express themselves artistically.
13. What programs/services for ELLs will be discontinued and why?
P.S 241 is not planning discontinuation of any of the programs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELL students receive access that parallels that of all students at P.S. 241. There are no after school programs offered at P.S. 241 at this time.
15. What instructional materials, including technology, are used to support ELLs? Include core 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 its ELL students. In the mainstream classroom students learn by using the Ready Gen Program for ELA. Additionally, the ENL 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. The school uses 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 the above mentioned insructional blocks the teachers strive to use a variety of manipulatives, graphic organizers and hands on activities in order to provide necessary visual and organizational tools fo ELL's.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
The ENL Classroom is equipped with a variety resources in students' home langauges. Apart fromresources such as calssroom visuals and bilingual dictionaries, students are encourgaed to use their native langauge whenever they feel comfortable. Entering ans Emerginig speakers are paired up with bilungual students who when when necessary hep to translate important concepts. The ENL teacher also utilizes a set of bilingual books which students can read during independent reading. P.S 241 has also embraced the technological tools such as online dictionaries which offer a quick and visual representation of vocabulary. Through direction in students' native langauge, the web based program Imagine Learning helps students to naviagte the meaning of content.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The ENL teacher has a schedule that accomodates all of the requirements corresponding to the NYSESLAT levels, ages and grade levels of ELL's. All PS 241 teachers utilize visual aids, graphic organizers and Total Physical Response techniques to support ELL's.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
n an effort to eassist newly enrolled ELLs in our school the administration provides an orientation session to familiarize the students with the rules and procedures of the school. A session like that also provides a chance for an ESL teacher to meet the new ELLS and their families. Additionally, fifth grade teachers who have ESL students in their classrooms are supported in their efforts to prepare the students for the transition into a new school.
19. What language electives are offered to ELLs?
Not applicable
20. For schools with dual language programs:

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

Dual language is not offered at this time.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
STEM Institute of Manhattan provides extensive Professional Development to our ENL teacher. We provide a school mentor and our Borough Field Office will work on a continuous basis with the ENL teacher. Additionally, the ENL teacher is in her first year of teaching and therefore is receiving two forty five minute mentoring sessions with a highly qualified teacher per week. Training for our teachers is done on site/ off-site and through the DOE. Additionally, 10% of professional development hours focusing on ESL techniques and methodology. Our certified ENL teacher will attend PD sessions from our Borough Support Office. 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. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Training for our teachers is done on site/ off-site and through the DOE. Additionally, General Education Teachers receive 15% of all professional development hours focusing on ESL techniques and methodology. Our certified ENL teacher attends PD sessions from our Borough Support Office which provides necessary support in running ELL documentation, and in issues of compliance. We also provide weekly professional development on Mondays which address Common Core standards and ELL methodologies.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The support offered to our ELL students as they transition from elementary to middle school consists of informational advisory sessions with the ENL 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 Principal, ENL teacher/ coordinator, Common Branch teachers, subject area teachers, paraprofessionals, special education teachers, psychologists, occupational therapists, speech therapists, guidance counselor participate in professional development to address students' needs.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Training for our teachers is done on site/ off-site and through the DOE. Additionally, General Education Teachers receive 15% of all professional development hours focusing on ESL techniques and methodology. Our certified ENL teacher attends PD sessions from our Borough Support Office which provides necessary support in running ELL documentation, and in issues of compliance. We also provide weekly professional development on Mondays 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.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

During Tuesday afternoon's parent engagement times, the ENL teacher conducts annual meetings with parents or guardians of English language learners to discuss goals, language proficiency results and language development in all content areas. Bilingual staff members provide interpretation and translation as needed. The DOE Translation Office is used for parent meetings that require interpretation in languages not spoken by staff members.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

The ENL teacher maintains a log of individual meetings with ELL parents and outreach.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The Parents of the our ELL students are offered ENL training workshops to support their children as they academically grow and acquire the language. Parents are given the opportunity to attend DOE presentations and correspondence is sent home in Spanish, other languages can be translated upon request. Parents are also encouraged to committees such as Parent Teacher Association and the School Leadership Team. They are also encouraged to participate in school activities such as field trips, shows and assemblies.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The Parent Coordinator, Guidance Counselor and Community Associate maintain a relationship with local Community Based Organizations with which parents may utilize for workshops and services to ELL parents.
5. How do you evaluate the needs of the parents? The needs of the parents are assessed in the parent survey administered by the Parent Coordinator in September for every parent of an ENL student.
6. How do your parental involvement activities address the needs of the parents?

The parents of our students have been increasingly curious about our school's STEM curriculum. In response, we have created monthly STEM nights during which we present, demonstrate and inform parents about our new STEM curriculum. Additionally, Fun Fridays give parents an opportunity to learn how to assist students in meeting the Common Core standards. Parents are also invited into the classrooms to complete hands-on activities. PTA also organizes monthly activities as a way to involve parents and students in the school community.

D. Additional Information

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

No additional information

Part VI: LAP Assurances

School Name: <u>241</u>		School DBN: <u>03M241</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marcia Hendricks	Principal		1/1/01
Evangelis Navarro	Assistant Principal		1/1/01
Michelle Perez	Parent Coordinator		1/1/01
Maryun Thame	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Tameka Frazier	School Counselor		1/1/01
Ilene Altschul	Superintendent		1/1/01
	Borough Field Support Center Staff Member		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 03M241 **School Name: PS 241 STEM Institute of Manhattan**
Superintendent: Ilene Altschul

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

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

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

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

PS 241 UTILIZES INFORMATION FROM SEVERAL REPORTS TO DETERMINE THE LANGUAGE NEEDS OF THE PARENT COMMUNITY. THE HOME LANGUAGE SURVEY SERVES AS A BASIS FOR DETERMINING THE LANGUAGE OF PREFERENCE FOR INCOMING STUDENTS. THE UETR REPORT ALSO INFORMS THE SCHOOL OF STUDENT ETHNICITY AND SERVES AS A BASIS FOR DETERMINING THE LANGUAGE NEEDS OF OUR COMMUNITY. THE PARENT COORDINATOR AND THE COMMUNITY ASSOCIATE ARE ALSO INVOLVED IN REVIEWING THE EMERGENCY CONTACT INFORMATION PROVIDED BY PARENTS TO DETERMINE ANY LANGUAGE NEEDS.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

An overwhelmingly large percentage of our ELL parents have indicated a preference for official communication in English, There is however a small group of Spanish parents for whom their home language is preferred. Bengali and French have also been expressed as preferences for parents.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

PS 241 DISSEMINATES VARIOUS DOCUMENTS THROUGHOUT THE YEAR THAT REQUIRE TRANSLATION. THESE INCLUDE THE PARENT HANDBOOK, CALENDARS, AND ALL NEWSLETTERS AND ANNOUNCEMENTS.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

WE HAVE SEVERAL FACE TO FACE MEETINGS THROUGHOUT THE YEAR, BEGINNING WITH CURRICULUM NIGHT IN SEPTEMBER AND PARENT TEACHER CONFERENCES IN NOVEMBER, MARCH AND MAY.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Currently our primary translation needs are met with by using our in house staff (including Educational Assistants) and by using the DOE provided Translation and Interpretation Unit's services. We also take advantage of the number of documents and templates that are already translated on the DOE's website, In order to facilitate translation services for the home languages represented we try to get our parents to commit to our appointed meeting times. At those times, we have interpreters available as we have been able to plan ahead and secure the services required to meet our parents needs.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

We will continue to use the services of our in-house bilingual staff and readily available assistants as well as the over-the-phone interpreters accessible through the Translation and Interpretation Unit.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

PS 241 will address the training of staff on procedures and policies of interpretation and translation services and over the phone interpretation service. All staff will be given the contact information for translation services during professional development and staff meetings with handouts delineating the process for using the services. The Language Access Coordinator will ensure that all staff members have this information at least two weeks prior to any required use of service.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

PS 241 will use the templates and translated documents provided on the DOE website to notify parents of their linguistic rights. We also have all items from checklist above posted in a conspicuous location so that they are visible to all parents.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

PS 241 will distribute a survey to all ELL parents to gather feedback from parents on the quality and availability of language services provided.