



J.H.S. 216 GEORGE J. RYAN

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: J.H.S. 216 GEORGE J. RYAN
ADDRESS: 64-20 175 STREET, QUEENS, NY, 11365
TELEPHONE: 718-358-2005
FAX: 718-358-2070

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 26Q216 **SCHOOL NAME:** J.H.S. 216 George J. Ryan

SCHOOL ADDRESS: 64-20 175 STREET, QUEENS, NY, 11365

SCHOOL TELEPHONE: 718-358-2005 **FAX:** 718-358-2070

SCHOOL CONTACT PERSON: Reginald Landeau **EMAIL ADDRESS:** rlandea@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jason Wolpoff

PRINCIPAL: Reginald Landeau

UFT CHAPTER LEADER: Rachel Montagano

PARENTS' ASSOCIATION PRESIDENT: Terri DiBella

STUDENT REPRESENTATIVE: N/A
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 26 **SSO NAME:** Integrated Curriculum and Instruction Learning Support Organization

SSO NETWORK LEADER: Omahoney, John

SUPERINTENDENT: Anita Saunders

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Reginald Landeau	Principal	
Daphne VanDorn	Admin/CSA	
Victor Gomez	Parent	
Terri DiBella	PA/PTA President or Designated Co-President	
Michelle Olsen	Parent	
Rachel Montagano	UFT Chapter Leader	
Pamela Zimmerman	Parent	
Darryl Phills	Parent	
Jeannette Tatum	Parent	
Jason Wolpoff	UFT Member	
Susan Harts	UFT Member	
Diane Freedman	UFT Member	

Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

*** Core (mandatory) SLT members.**

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

GEORGE J. RYAN MIDDLE SCHOOL 216

MISSION STATEMENT

The mission of Ryan Middle School's Academies of Excellence is to provide students with an environment conducive to intellectual and social growth, while encouraging students to realize their full potential at home, in school and in the greater community. It is our belief that the school working together with parents and neighborhood organizations can engage students in productive activities which will enable them to achieve academic standards of excellence, as well as a strong sense of responsibility and self worth.

George J. Ryan Middle School 216 prides itself in addressing the unique educational and social needs of the early adolescent. Our theme is "building community with a student focus". Ryan has three themed academies. They are: The Academy of Law and Justice, the Academy of Media Arts, and the Academy of Scientific Exploration. We believe that this structure allows students to be nurtured and supported.

At Ryan we offer a student-centered program, emphasizing individual and group instruction with an interdisciplinary approach. Through an enriched core curriculum as required by New York State, we encourage student exploration and investigation, and promote critical thinking skills.

Our students participate in various competitions and research programs such as: MathCounts, Science Olympiad, Robotics, Underwater Robotics, Stock Market Game, Debating, Talent Show, Poetry Jam, Earth Day, Spelling Bee, Story Telling, Hayden Astrophysics, Hall of Science and various Thematic Essay Writing competitions. Chess Team, Explorers, Technology Club, Cheerleaders, Step Team, Boys and Girls Basketball, Co-ed Softball and Volleyball Team, Soccer Club, USTA Tennis are among the many clubs/teams offered at Ryan.

Our Student Organization, composed of elected officers and delegates from each class, promotes school and social involvement by supporting issues that concern Ryan Middle School students, the community, and the world-at-large. Hurricane Katrina relief, Ronald McDonald House charities, Ryan library improvement and community charitable endeavors are a few of the recent concerns addressed by the Student Organization.

All students are given the opportunity to select an academy that offers enrichment and activities that best meet their individual interests and talents.

Ryan is a school where parents are regarded as partners in their children's education. Parents are encouraged to participate in planning and decision-making. At Ryan, we strive to provide opportunities for our students to become independent and active learners, critical thinkers, and responsible individuals.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:		J.H.S. 216 George J. Ryan			
District:	26	DBN #:	26Q216	School BEDS Code #:	26Q216

DEMOGRAPHICS										
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded				
Enrollment:				Attendance: - % of days students attended						
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09			
Pre-K	0	0	0		96.2	96.3	96.8			
Kindergarten	0	0	0							
Grade 1	0	0	0	Student Stability: - % of Enrollment						
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09			
Grade 3	0	0	0		96.1	95.8	94.68			
Grade 4	0	0	0							
Grade 5	0	0	0	Poverty Rate: - % of Enrollment:						
Grade 6	338	406	379	(As of October 31)	2006-07	2007-08	2008-09			
Grade 7	444	381	435			96.1	95.8			
Grade 8	474	463	396							
Grade 9	0	0	0	Students in Temporary Housing - Total Number:						
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09			
Grade 11	0	0	0		0	2	1			
Grade 12	0	0	0							
Ungraded	1	0	0	Recent Immigrants: - Total Number						
Total	1257	1250	1210	(As of October 31)	2006-07	2007-08	2008-09			
						46.0	41.0	35		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number						
(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-07	2007-08	2008-09			

# in Self-Contained Classes	31	26	30				
# in Collaborative Team Teaching (CTT) Classes	0	6	23	Principal Suspensions	0	71	TBD
Number all others	72	48	60	Superintendent Suspensions	6	4	TBD
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs: - Total Number:			
English Language Learners (ELL) Enrollment (BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	121	111	98	Number of Staff: - Includes all full-time staff:			
# ELLs with IEPs	5	7	10	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	58	70	70
				Number of Administrators and Other Professionals	10	12	12
Overage Students: # entering students overage for grade							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	4	3
	1	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.2	0.2	0.1	Percent more than two years teaching in this school	74.1	68.6	70.0
Black or African American	11.8	11.8	10.6	Percent more than five years teaching anywhere	56.9	54.3	64.3
Hispanic or Latino	12.7	12.6	13.0				
Asian or Native Hawaiian/Other Pacific Isl.	61.4	62.0	62.5	Percent Masters Degree or higher	97.0	90.0	90.0
White	13.8	13.5	13.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	97.2	94.4
Multi-racial							
Male	53.3	52.2	52.0				
Female	46.7	47.8	48.0				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<input checked="" type="checkbox"/>	In Good Standing (IGS)						
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 1						
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 2						
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 1						
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR)						
<input type="checkbox"/>	NCLB Restructuring - Year ____						
<input type="checkbox"/>	School Requiring Academic Progress (SRAP) - Year ____						
Individual Subject/Area Ratings		Elementary/Middle Level			Secondary Level		
	ELA:	IGS			ELA:		
	Math:	IGS			Math:		
	Science:	IGS			Grad. Rate:		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups		Elementary/Middle Level			Secondary Level		
		ELA	Math	Science	ELA	Math	Grad. Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		-	-	-			
Black or African American		√	√	√			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		√	√	√			
White		√	√	√			
Other Groups							
Students with Disabilities		√	√	-			
Limited English Proficient		√	√	√			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

subject	8	8	7	0	0	0
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CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	82.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	6.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	20.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	47.9	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	8.3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

	Key: AYP Status		Key: Quality Review Score
√	Made AYP	Δ	Underdeveloped
√ ^{SH}	Made AYP Using Safe Harbor Target	▶	Underdeveloped with Proficient Features
X	Did Not Make AYP	√	Proficient
-	Insufficient Number of Students to Determine AYP Status	∞	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding
<i>* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</i>			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Distinctive about Ryan:

- 3 Academies: Academy of Communications, Academy of Law and Justice, Academy of Scientific Exploration
- St. John's University Partnership
 - I. "Experience College" Saturday program where students attend classes at the University in Mathematics, Science, Technology, and Writing
 - II. Professional Development of Social Studies Department
 - III. Professional Development on our school-wide 'Active Learning' theme
 - IV. Leadership Professional Development for the principal
 - V. Student Teachers working @ Ryan
 - VI. Student Observers
 - VII. Tennis program (@ the University)
 - VIII. Sustainable Growth Team Professional Development
 - IX. Principals Network with our feeder schools (PS 131, PS 26, PS 173, PS 107) facilitated by St. John's School of Education
- Staff Collaboration
 -  Sustainable Growth Team (members from all 5 core subject areas)
 -  Content Area Instructional Teams by grade (ELA, Mathematics, Science, Social Studies, Foreign Language, Visual Arts, Physical Education, ESL, Special Education)
 -  School Leadership Team (active in planning and implementation; not just conceptual)
 -  Pupil Personnel Team
 -  Inquiry Team
 -  Action Research Teams
- Student Centered Activities/ Teams
 - Ø Student Organization
 - Ø Student Government
 - Ø Robotics Team
 - Ø Underwater Robotics Team (new for 2008-09)
 - Ø Debate Team (new in 2008-09)
 - Ø Mathematics Team
 - Ø Science Olympiad Team
 - Ø Terraphiles Environment Squad

- Ø Technology “Mouse Squad”
- Ø Library Squad
- Ø Video Squad
- Ø Earth Day
- Ø Lawyers of Tomorrow program
- Ø Poetry Jam
- Ø Talent Show
- Ø Basketball Teams (boys and girls)
- Ø Volleyball Team
- Ø Co-ed Soccer Club
- Ø Co-ed Runner’s Club
- Ø Co-ed Softball Team
- Ø Track Team
- Ø Tennis Partnership with USTA (bringing tennis professionals into Ryan to instruct students)
- Ø Cheerleading
- After School Programs
 - v Beacon after school program
 - v Explorers (Collaboration with NYPD)
- New School Yard designed by Ryan students
- Talent Pools: Band, Chorus, and Art
- 4 Bands: Senior Ensemble, Junior Ensemble, Renaissance Band, and Jazz Band
- Hooked on Science
- Urban Advantage (Science)
- NY Hall of Science Partnership
- Teaching Matters Reading/Writing Project
- Teaching Matters Social Studies Technology Project
- Literary Magazine
- Foreign Language Week
- Four Guidance Counselors (proactive with guidance as an intervention/prevention for at-risk)

Accomplishments:

- .. Standardized Mathematics scores at or above grade level rose from 58% to 96.5% in last 5 years
- .. Standardized ELA scores at or above grade level rose from 60.4% to 87.1% in the last 5 years
- .. Specialized High School Acceptances (#1 in Region in 2005, #3 in 2006, #1 in 2007, #1 in 2008, No data yet for 2009)
- .. High Number of Special Education Students Mainstreamed
- .. Number of Special Education Students Decertified and Placed Back In General Education By/Before High School (7 students in the last 2 years; approx. 20% of self-contained SpEd population)
- .. 100% of students taking the NYS Integrated Algebra Regents passed in 2008-09
- .. 100% of students taking the NYS Earth Science Regents passed in 2008-09
- .. 98% of students taking the NYS Foreign Language Proficiency Exam passed in 2008-09
- .. Partnership with St. John’s University
- .. Corporate Partnership with AIG Insurance
- .. District Championship Boy’s Basketball Team
- .. District Runner-up Girl’s Volleyball team
- .. Poetry Jam
- .. Quality Review Committees
- .. Student Government with delegates for each class and “real” election process including candidate debates at assemblies
- .. Student Organization that uses proceeds to refurbish the Library, fund teams, charitable contributions, etc.
- .. High functioning Pupil Personnel Team

.. New School Yard

Aids to Continuous Improvement:

- § Parent population
- § PTA
- § Bilingual Staff Members
- § Willingness of Staff
- § Administrative/ Instructional team with expertise in content area instruction

Barriers to Continuous Improvement:

- Lack of funds
- Libraries (lack of sufficient literature in main library)
- Class size (large numbers overall, especially in honors and SP classes)
- ELLs: lack of training for staff especially with working with children who are newcomers
- Lack of experience with new staff (many students still working on their Masters, etc. thus less time is available for Professional Development)
- Lack of more positive School Based Options at Ryan (loss of “Welcome Back to School Night”, etc.)
- Resistance of some staff for change of instructional practices
- Lack of sufficient time available as part of the normal school day for PD opportunities
- Isolation of staff (at times) due to lack of PD time

NCLB/SED Status:

During the 2003-04, 2004-05, 2005-06 school years, Ryan was identified as a SRAP school because of low participation rate for ELL students on the NYS ELA exams. Beginning in 2006-07, we have made strides to correct this problem. All ELLs over one year in the country take the NYS ELA exams. All ELLs receive ESL services including before/after school services.

As a direct result of our continued efforts, we were removed from the NCLB/SED list in the 2008-09 school year.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<p>By June 2010, all core subject area teachers will develop a coherent core curriculum. Addresses QR Criteria- 1.3, 2.3, 2.4, 3.1, and 3.2</p>	<p>After conducting our needs assessment, the SLT found that a solid core curriculum was needed to improve instruction at the school level. As a result, we have made the following a priority goal for the 2009-10 school year:</p> <ul style="list-style-type: none"> • All core subject staff will work together to align curricula across departments • All core subject staff will work together to develop ways to differentiate instruction and assess student learning
<p>By June 2010, we will increase teacher aptitude and effective teaching methods in Social Studies instruction. This should result in a 5% overall improvement on our teacher created quarterly exams for the 3rd and 4th marking period.</p>	<p>After conducting our needs assessment, the SLT found that improving effective teaching methods in Social Studies was needed to improve instruction at the school level. As a result, we have made the following a priority goal for the 2009-10 school year:</p> <ul style="list-style-type: none"> • All teachers of Social Studies will work together to create and implement quarterly testing to evaluate interim department goals and student retention of information • At least 65% of Social Studies teachers will demonstrate differentiated instruction and active learning strategies in observed lessons and walkthroughs
<p>By June 2010, we will develop a coherent curriculum across core subject areas. Addresses QR Criteria- 1.3, 2.3, 2.4, 3.1, and 3.2</p>	<p>After conducting our needs assessment, the SLT found that developing a coherent curriculum across the core content areas was needed to improve instruction at the school level. As a result, we have made the following a priority goal for the 2009-10 school year:</p> <ul style="list-style-type: none"> • All core subject staff will work together to align curricula across departments and develop ways to differentiate instruction • All core subject staff will work together to

	<ul style="list-style-type: none"> develop ways to differentiate instruction All core subject staff will work together to create multiple ways to assess student learning
<p>By May 2010, we will be able to increase the number of ELA, Mathematics, Social Studies, and Science teachers utilizing student conferencing to improve teaching and learning.</p> <p>QR Criteria Addressed- 1.1, 1.3, 1.4, 2.1, 2.3, 2.4, 3.2, 5.1, and 5.2</p>	<p>After conducting our needs assessment, the SLT found that improving student conferencing was needed to improve instruction at the school level. As a result, we have made the following a priority goal for the 2009-10 school year:</p> <ul style="list-style-type: none"> 100% of ELA teachers will use conferencing to improve student instruction 60% of Mathematics teachers will use student conferencing to improve instruction 50% of Social Studies teachers will use conferencing to improve student instruction 50% of Science teachers will use conferencing to improve student instruction
<p>By January 2010, we will be able to create and maintain a more cohesive formal and informal observation process for the administration to assist in improving teacher practices and student achievement.</p>	<p>After conducting our needs assessment, the SLT found that a congruent evaluation tool was needed to improve instruction at the school level. As a result, we have made the following a priority goal for the 2009-10 school year:</p> <ul style="list-style-type: none"> 100% of administrators will create and use an observation template that is specifically geared to our school (student population, teachers, and goals/mission) 100% of teachers will know all the components of the observation report and the reasoning behind its use

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject Area
(where relevant) :**

**ELA, Math, Science , Social
Studies**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, all core subject area teachers will develop a coherent core curriculum. Addresses QR Criteria- 1.3, 2.3, 2.4, 3.1, and 3.2</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Core curricula committee will meet monthly beginning October 2009 through June 2010 to discuss last year’s work and align it with the new Quality Review standards</p> <p>Teacher leaders will create a needs assessment based on our current state and the new QR statements</p> <p>Team will create interdisciplinary units of study</p> <p>Team will create unit overviews to be posted on our school’s website and sent home to parents</p> <p>Team will work with their departments to produce authentic multiple ways to assess students</p> <p>Committee members will create a list of best active learning strategies to utilize across departments to strengthen interdisciplinary connections</p> <p>Workshops for teachers during Election Day, faculty conferences, and department meeting to push the new curricula</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>None anticipated.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Monthly periodic reviews beginning January 2010</p> <ul style="list-style-type: none"> o Committee Meeting Agendas o Team Minutes o Professional Development Agendas o Workshop Agendas o Observation Reports <p>Department Meeting Agendas</p>

**Subject Area
(where relevant) :**

Social Studies

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, we will increase teacher aptitude and effective teaching methods in Social Studies instruction. This should result in a 5% overall improvement on our teacher created quarterly exams for the 3rd and 4th marking period.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Beginning September 2009 and throughout the school year until its completion in June 2010, here are the following steps to be taken to achieve this goal:</p> <p>Weekly common planning meetings placed in the schedule for grades 6, 7, and 8.</p> <p>Designation of a lead Social Studies teacher in each grade to chair meetings, distribute materials, gather information, etc.</p>

	<p>Professional Development with Teaching Matters Voices and Choices staff developer to improve pedagogical skills and teach best practices</p> <p>PD on effective Social Studies planning including, but not limited to, active learning, differentiation of instruction, effective grouping, cooperative learning, effective teaching of DBQs, etc.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>None anticipated.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Quarterly periodic review</p> <p>Projected gains of 5% increase on school-designed quarterly exams exhibited by the 3rd and 4th quarterly exams</p> <p>Common Planning Agendas</p> <p>Professional Development Agendas with Teaching Matters consultant</p> <p>Workshop Agendas and attendance sheets</p> <p>Department meeting agendas and attendance sheets</p> <p>Faculty conference agendas and attendance sheets</p> <p>Observation Reports</p> <p>Walkthrough Feedback forms</p>

Subject Area
(where relevant) :

**ELA, Math, Science, Social
Studies**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, we will develop a coherent curriculum across core subject areas.</p> <p>Addresses QR Criteria- 1.3, 2.3, 2.4, 3.1, and 3.2</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Core curricula committee will meet to discuss last year’s work and align it with the new Quality Review standards</p> <p>Teacher leaders will create a needs assessment based on our current state and the new QR statements</p> <p>Team will create interdisciplinary units of study</p> <p>Team will create unit overviews to be posted on our school’s website and sent home to parents</p> <p>Team will work with their departments to produce authentic multiple ways to assess students</p> <p>Committee members will create a list of best active learning strategies to utilize across departments to strengthen interdisciplinary connections</p> <p>Workshops for teachers during Election Day, faculty conferences, and department meeting to push the new curricula</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>None anticipated.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> o Committee Meeting Agendas o Team Minutes o Professional Development Agendas o Workshop Agendas

	<ul style="list-style-type: none"> o Observation Reports <p>Department Meeting Agendas</p>
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**Subject Area
(where relevant) :**

**ELA, Math, Science, Social
Studies**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By May 2010, we will be able to increase the number of ELA, Mathematics, Social Studies, and Science teachersutilizing student conferencing to improve teaching and learning</p> <p>QR Criteria Addressed- 1.1, 1.3, 1.4, 2.1, 2.3, 2.4, 3.2, 5.1, and 5.2</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Student Conferencing committee will work with staff to create a form to be used during teacher/student conferencing in each core subject (this will include goal setting, action plan, reflection, and parent signatures)Workshops will be held to instruct teachers in how to effectively student conference (led by ELA teachers and literacy and mathematics coaches)Data binders will be instituted in all four content areas</p> <p>Data binders will be monitored by administration periodically</p> <p>Professional development on student portfolios will be administered to staff at department and faculty meetings</p> <p>Administration will have routine monitoring of student portfolios</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>None anticipated.</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Forms created by the Student Conferencing Team PD Agendas Data Binder samples Student Portfolio samples
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**Subject Area
(where relevant) :**

All Subjects

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By January 2010, we will be able to create and maintain a more cohesive formal and informal observation process for the administration to assist in improving teacher practices and student achievement.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Administrative cabinet and coaches will investigate various observation templates for middle schools Administrative cabinet and coaches will dissect the current observation template we use and determine its effectiveness Staff will create a new mission statement The Instructional Team will look at the mission statement and align/create a new observation template based on it The Instructional Team will give professional development on the Observation Report template at a faculty conference Supervisors will discuss the template with the staff that they serve during departmental meetings

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>None anticipated.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Cabinet Agendas Cabinet literature handouts Faculty Conference Agendas Department Meeting Agendas Mission Statement materials and handouts</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, 7, & 9. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	45	37	35	35	26	5	6	
7	34	28	25	24	36	3	16	
8	46	16	32	23	55	5	15	
9								
10								
11								
12								

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

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Wilson Reading Program • SRA Reading Laboratory • Kaplan Reading Program • Resource Room • Lunch and Learn CTT • Teacher’s College Reading/Writing Workshop • Teaching Matters • Writing Matters • Extended Day <p>(All programs are delivered in small groups 3-10 students by trained professionals. Services will be provided before school, during the school day, after school and during Extended Day)</p>
Mathematics:	<ul style="list-style-type: none"> ▪ Extended Day Program Grades 6, 7, 8 Small Group Instruction Materials: Strategies To Achieve Mathematics Success, Skills Intervention, Teacher Generated Materials Service is provided before the school day ▪ Resource Room Grades 6, 7, 8 Small Group Instruction Materials: Mathematics Plus Textbook, Mathematics Coach Book, Mathematics Handbook Service is provided during the school day ▪ Lunch and Learn Program Grades 6, 7, 8 Small Group Instruction Materials: Teacher Generated Materials Service is provided during the lunch periods ▪ Differentiated Instruction Grades 6, 7, 8

	<p>Small Groupings within Whole Class Instruction Materials: Teacher Generated Materials</p>
Science:	<ul style="list-style-type: none"> • Small group tutorials • Peer-to-peer tutorials • Extra services provided during class time with Science Coach push-in instruction • Lunch and learn-students experiencing difficulty may come up during their lunch period for tutorials <p>Extended Day</p>
Social Studies:	<ul style="list-style-type: none"> • Writing Matters • Small group tutorials • Peer-to-peer tutorials • Extended Day • Students are provided with a list of missing work, projects and tests. Teachers also conference with students one on one throughout the year to ensure that students understand the implication of missing work and are given a reasonable timeframe to submit missing or incomplete assignments. • Parents are notified of student's poor performance and invited to meetings with the teacher and student. • Students receiving a failing grade on the report card consult with teacher to develop an Academic Improvement Plan. • Teacher identified lowest five students they service and provide students with additional support including an Academic Improvement Plan. • Teachers consult with literacy coaches as needed about students that are identified as being deficient in literacy skills to gain insight to improve a student's skills.
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • One on one counseling • Small group counseling • Services provided during the school day and during extended day <p>As needed</p>
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • One on one counseling <p>Services provided during the school day and during extended day 3 times a week</p>

At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none">• One on one counseling• Small group counseling Services provided during the school day and during extended day 3 times a week
At-risk Health-related Services:	none

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) - Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Appendix 2 – Part A LAP 2008-2009 NARRATIVE

George J. Ryan MS 216 in Fresh Meadows, Queens services students in grades six through eight. There are currently 121 English language learners. 33% are Chinese speakers, 27% speak Bengali, 11% speak Spanish, and the remainder speaks ten other languages. The school's second language instruction program is a pull out ESL program. ELL's are pulled out of foreign language class or minor subjects. Language instruction is provided by two teachers who are certified in teaching English to speakers of other languages. Beginner and intermediate students receive 360 minutes of ESL instruction per week and advanced students receive 180 minutes per week. Newcomers are partnered, when possible, with a classmate that speaks their language. All ELL's attend the 37.5 minute extended day class four mornings per week. In addition, native language peer tutoring is arranged, when possible, for ESL students at the beginner and intermediate levels.

Parent selection forms indicate the majority of parents prefer ESL to any other program model. Therefore, the program is aligned with parent choice. Parents of newly admitted students attend an orientation and translators are made available, if necessary. They view the Parent Orientation Video in their native language, where available. The Parent Coordinator, who is a Chinese speaker, attends this orientation, as well as any other parent meetings held for parents of English language learners.

Balanced literacy, through the use of the workshop model, is the approach used in the ESL classroom. ELL's receive instruction in reading, writing, listening and speaking. They are taught the strategies needed for successful reading and writing in English, academic language needed for success in secondary school content area classes, and culturally relevant material. An atmosphere of academic rigor is maintained throughout the school for ESL students, with differentiation of instruction, depending on the students' levels of proficiency.

ELL's are included in SP classes, when appropriate. The Pupil Personnel Committee confers about referrals of ELL students with input from the ESL teacher. Students receive SETSS services followed by a referral for bilingual evaluation. Long term ELL's receive academic intervention services, when appropriate. The ELL population is spread throughout the classes in each grade so as not to isolate second language learners. Students in special education, whose I.E.P's indicate ESL services, receive instruction from the ESL teacher as part of the pull out program. Newly enrolled ELL's are paired, when possible, with classmates that speak their language. When ESL summer programs are offered, parents are notified and encouraged to enroll their children.

Collaboration between content area teachers, guidance counselors, the parent coordinator, deans and the ESL teachers is ongoing. Professional development is provided to content area teachers to instruct them in the best practices for ELL's. The ESL and content area teachers participate in professional development offered by the Office of English Language Learners and the ISC.

Multicultural activities foster respect and tolerance for all ethnic and language groups and many ESL lessons address ELL Standard #5 – cross cultural knowledge and understanding - in conjunction with language learning.

Part B – CR154 (A-6) ESL Program Description

1. The ESL Program at MS 216 is a pull out program which services English language learners in grades six through eight. Beginner and intermediate students receive eight periods of ESL per week; advanced students receive four periods of ESL per week, thereby receiving the required number of minutes of ESL and ELA instruction per week. There are two certified ESL teachers, who are supervised by the assistant principal of the Academy of Media Arts, who also supervises the ELA department. English language learners are identified by the home language survey, ATS reports and coordination with the pupil accounting secretary, the guidance counselors and the parent coordinator. All eligible students receive the LAB-R test within ten days of admittance. Program selection forms are sent home in the native language and have overwhelmingly indicated that ESL is the preferred program choice. Transfer students are placed in ESL classes according to their scores on ATS from the previous school. All eligible students, including X coded students, take the NYSESLAT each year.

The ESL instructional program mirrors the balanced literacy approach used in the ELA department. ESL teachers use the workshop model in standards-based lessons, which include reading, writing, listening and speaking. Teachers use thematic units to teach language through content, and to address ELL Standard #5 – demonstration of cross cultural knowledge and understanding. ESL teachers use a wide variety of materials to support the language learning of their students. ESL teachers use read alouds, shared readings of fiction and non fiction texts, teach grammar in context, and teach academic language and strategies for reading and writing, as well as focusing on improving listening and speaking skills. Technology is used to support the learning of English. All lessons contain a language focus as well as the content focus. This year, advanced and high intermediate students have participated in a pilot program, through the Office of English Language Learners, which uses the MY ACCESS on line writing program to improve student academic writing. ESL students have access to the two ESL classroom libraries, as well as the school library, from which they can borrow books appropriate to their reading and interest levels. In addition, all ESL students attend the 37.5 minute extended day class, four mornings per week.

2. ESL students are invited to participate in all extra curricular activities, which include Saturday Academy at St. John's University, the BEACON and TASC After School Programs, and various clubs and teams. English language learners are well represented in the school band, chorus and art talent classes.
3. Parents of newly admitted English language learners are invited to an orientation, at which time they are shown the orientation video in their native language. The parent coordinator, who speaks Chinese, attends this meeting. Other bilingual staff, such as paraprofessionals or teachers, attends this orientation to translate when necessary. In addition, there is a NYSESLAT Information Meeting for parents each year in April and translators from the school staff and the parent coordinator are present.
4. There are orientations for students and parents of incoming sixth grade students in the spring of each year.
5. Professional development for the teaching staff is planned for the two days before school begins in September to instruct teachers about language acquisition and the best teaching strategies for English language learners. ESL teachers attend workshops provided by the Office of English Language Learners and the ISC and then turnkey the information to other staff members. Throughout the school year, the ESL

teachers articulate with the content area teachers to help them differentiate instruction and assessment for the English language learners in their classes who are at various levels of language development.

6. Support services provided to the rest of the student population are also provided to ESL students, including guidance, at risk intervention, extended day periods, SETSS, school psychologist, social worker, speech teacher, SAPIS, deans and technology specialists.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII - A (1)(a)

Grade Level(s)

6, 7, 8

Number of Students to be Served:

LEP 98

Non-LEP 0

Number of Teachers 2

Other Staff (Specify) 0

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The program model at MS 216 is pull-out English as a Second Language. Beginner and Intermediate students receive 360 minutes per week of ESL instruction. Advanced students receive 180 minutes of ESL instruction and 180 minutes of ELA instruction. The ELL population is

approximately 135 students. ESL is the preferred method of instruction as per the parent survey and selection forms. Services are provided by certified ESL teachers.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Ongoing professional development instructs all teachers about differentiation of instruction and effective ESL strategies such as text representation, use of realia, modeling, graphic organizers, scaffolding, bridging, schema building, the use of prompts, integrating language and content, and the importance of cooperative learning. These strategies can then be infused in content area instruction. Professional development makes content area teachers aware of the concepts of Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency and the stages of language acquisition. When ELL's require alternative placement, paraprofessionals will also be given professional development in ESL methods. Teachers receive professional development from the ESL teachers, and from the region. Teachers also receive professional development through the Office of English Language Learners and I.C.I.

Form TIII – A (1)(b)

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School: MS 216Q- George J. Ryan

BEDS Code: 26Q216

Title III LEP Program

School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	3448	Per Session for teachers and one administrator to provide before and after school AIS programs to ELL students. A focus will be on Level 2 stall students and students who pass the NYS ELA exam yet cannot pass the NYSELATT exam.
Purchased services - High quality staff and curriculum development contracts	0	Not applicable
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	0	Not applicable
Educational Software (Object Code 199)	0	Not applicable
Travel	0	Not applicable
Other	0	Not applicable
TOTAL	3448	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Home language surveys and ATS reports are used to determine the home language of all English language learners in the school. Parents indicate on the blue home contact student emergency card what language they would like used when the school contacts the parent. The Parent Coordinator, who is bilingual, and other bilingual staff are called upon to translate when necessary.

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

Necessary translation services can be provided in house and translated parent notification letters made available by the Office of English Language Learners are used to notify parents.

Translation of documents is done in house when possible or by the NYC Translation Unit.

Part B: Strategies and Activities

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

Needed translation services can be provided in house and by the translated forms available from the Department of Education. Findings are reported to the school community at Parent Teacher meetings.

Translations of required documents (i.e.- newsletters, calendars, report cards, home correspondences, etc) are done by members of the faculty and/or the NYC Translation Unit.

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

Needed translation services can be provided in house. Teachers and other multi-lingual staff members will assist in translations and comprehension of school needs. Only in rare cases where no one is available to translate or a particular language is not known by any staff member will the city's Translation Unit be asked to assist.

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

All parent notices will be translated into the home languages represented in our ELL population when necessary. If this cannot be done in house, the translation service of the Department of Education will be utilized.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	0	585887	585887
2. Enter the anticipated 1% set-aside for Parent Involvement:	0		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		5858	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	0		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		29287	
6. Enter the anticipated 10% set-aside for Professional Development:	0		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		58588	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:
94.4

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

- Human resources support to ensure these teachers no exactly what they need to obtain the highly qualified status.
- Monetary support for classes leading towards being certified as highly qualified.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore MS216Q, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. MS216Q'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 Advisory Council, as trained volunteers and welcomed members of our school community. MS216Q will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. 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;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

MS216Q's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the MS216Q 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, MS216Q will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in

our Parent Involvement Policy and the School-Parent Compact;

- □ □ support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- □ □ maintain a Parent Coordinator (or a ¹ [\[1\]](#)-dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- □ □ conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- □ □ provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- □ □ host the required Title I Parent Annual 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; and
- □ □ 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.

MS216Q will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Section II: School-Parent Compact

MS216Q, *[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. PS/MS/HS XX staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- 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 a Title I Parent Annual 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, child care or home visits 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; and
- 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:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- 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; and
- planning activities for parents during the school year (e.g., Open School Week);

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; and
- 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;

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

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; and
- always try my best to learn

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Needs assessment:

Instruction

- Integrating technology across the curriculum
- Common planning for instruction by content area teachers
- Interdisciplinary planning in academies
- Theme-based instruction in academies (law, media arts, science)
- Print-rich environments in every class
- Systematic instruction leading to better student organization (agendas, process charts, word walls)
- Learning objectives that are instructional objectives based on NYS learning standards
- Lesson planning with assessments
- Content-wide periodic assessments created by teachers
- Data driven instruction practices
- Pre-testing and post-testing in Mathematics
- UBD planning in Social Studies and Science

- Curriculum mapping across content areas
- Goal setting for individuals and groups of students

Administrative

- Aligning observation report rubric to instructional goals
- Comprehensive post-observation conferences to improve pedagogy
- Utilizing the same template for observation reports
- Daily focused instructional walkthroughs by each assistant principal
- Weekly instructional walkthroughs by principal

Parents

- Parent involvement and participation in school academics
- Parent involvement in school activities
- Parent communication with teachers
- Parent communication with school as a whole (school announcements, PTA meetings, parent workshops, etc.)

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Teachers

Professional development delivered by administration, SSO personnel, Network NSAs and leader, consultants, etc. for:

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- Extended day activities for mandated and non-mandated students
- focused extra learning time for all students who had a 25pts reduction on the prior year's NYS ELA and/or Mathematics assessments
- wraparound instructional program with the Beacon program

- before and after school ESL program
 - summer school
 - before and after school enrichment programs such as Terraphiles, Science Olympiad, Math Olympiad, Robotics, Debate Team, Voices and Choices
 - Writing Matters web-based computer community
- o Help provide an enriched and accelerated curriculum.
- SPE curriculum (grades 6, 7, and 8)
 - Intellectually gifted children curriculum (grades 6, 7, and 8)
 - differentiated instruction in all classes
 - afterschool specialized high school tutorials
- o Meet the educational needs of historically underserved populations.
- Rites of passage mentoring for African-American boys to promote ELA, Mathematics, and character improvement
 - ELL before and after school program
 - Latch-key program to help students of working parents
 - Extended day program
- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Extended day program
 - AIS services
 - Focused extra learning time for all students who had a 25pts reduction on the prior year's NYS ELA and/or Mathematics assessments
 - counseling
 - mentoring
- o Are consistent with and are designed to implement State and local improvement, if any.
- Extended day program
 - AIS services
 - Focused extra learning time for all students who had a 25pts reduction on the prior year's NYS ELA and/or Mathematics assessments

- counseling
- mentoring

3. Instruction by highly qualified staff.

- all instruction
- current curriculum
- extended day instruction
- before and after school programs
- summer school

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Teachers and paraprofessionals

Professional development delivered by administration, SSO personnel, Network NSAs and leader, consultants, etc. for:

-

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We are not a high need school. We will continue to work to improve test scores, school climate, and the school community to remain that way.

6. Strategies to increase parental involvement through means such as family literacy services.

- Increase parent workshops
- Host curriculum night
- host family math night
- host family ELA night
- host Technology night
- work with PTA
- Principal's breakfast
- Principal reports and plea for more parent involvement at every PTA meeting

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

- Quality Review committees
- Data committee
- Student Conferencing committee
- School Technology committee
- School Leadership Team Meetings
- Partnership with St. John's University

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

- Extended day program
- AIS services
- Focused extra learning time for all students who had a 25pts reduction on the prior year's NYS ELA and/or Mathematics assessments
- counseling
- mentoring

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Working with the DOE to provide any and all services and programs that would assist families and students.

Working with Beacon program as a school wraparound to assist with students and families in need outside the normal scope of the school and school day.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an "audit of the written, tested, and taught curriculum" to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for "corrective action." The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the "audit of the written, tested, and taught curriculum" outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New

York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. Vertical alignment is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas horizontal alignment refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

-Gaps in the Written Curriculum. Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

-Curriculum Maps. The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

-Taught Curriculum. The Surveys of Enacted Curriculum (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

-ELA Materials. In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

-English Language Learners.

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

²To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the Surveys of Enacted Curriculum (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards

(intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

- Individual teacher conferences
- Small group conferences via weekly common prep meetings (grade specific)
- Monthly full department conference meetings
- Informal observations

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable
- Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- Aligned curriculum with NYS/NYC performance standards
- Curriculum map for ELA/ELL/Sp. Ed. based on components of balanced literacy
- Scaffold reading and writing skills
- For each unit, teaching points are developed with established time frames
- Instructional focus for each marking period
- Mini-lessons planned to model instructional focus strategies and skills
- Read aloud supported by mentor texts
- Leveled libraries in every classroom
- Accountable talk
- Various grouping to differentiate learning
- Rubrics created for student self-assessment and expectations for the task
- Individualized assessment
 - - Running records
 - Conferencing
 - Teacher-created test
 - Unit test
 - Diagnostic assessment

- Authentic NYS exam simulation
- Literacy Coach
 -
 - Instructional modeling
 - Planning
 - Observations and conversations of best practices
- Writing Matters
 -
 - Use of interactive writing units
 - Writing during class as well as sharing and communication beyond the school day
 - Various writing genre

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as process strands and content strands. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (Everyday Mathematics [K–5] and Impact Mathematics [6–8]) are aligned with the New York state content strands except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the

1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state process strands for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Survey mathematics teachers, coach, and supervisor. View, analyze, and discuss the Impact Math curriculum and the NYS standards.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

A study of the data of our students academic growth in mathematics as well as teachers class achievement records

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The correlation between the program and the standards is substandard. In addition, we found that the questioning in the impact program was not mirrored in the state exam.

Therefore, the teachers have developed a standards based curriculum which better prepares the students for the state exam. We use a variety of materials which includes Impact Mathematics however it is not our primary mathematics program at this time. Recent examination of our current data shows a higher success rate as a result of our newly implemented teacher developed curriculum.

Our school has addressed this issue by developing a standards based curriculum which includes various lessons and activities from the Impact Mathematics program are used however the school does not currently use Impact mathematics as its primary mathematics program.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction.

A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high - observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

- Individual teacher conferences
- Small group conferences via weekly common prep meetings (grade specific)
- Monthly full department conference meetings
- Informal observations

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

- Data driven instruction
 - Use of data binders
 - Development of individualized instructional plans

- Differentiated grouping based on targeted student needs/skills
- Pre-exam to diagnose student deficiencies
- Instruction based on workshop model
- Cooperative learning groups
- Guided reading/writing
- Use of diagnostic to differentiate instruction
 - - Identifying individual student strengths and weaknesses
 - Supplemental activities

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

Walkthroughs and informal observations by administration. Peer intervisitations.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

Technology is utilized in approx. 60% of our mathematics classrooms. We noticed that active learning in mathematics could be increased at the classroom level at Ryan. Although in some cases, frontal teaching was rarely seen, in others, it was the dominant type of instruction.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Technology staff development for mathematics teachers

Have teachers continue professional development with our new mathematics assistant principal and new mathematics coach to address best practices

Common preparation periods to address and implement best teaching practices by staff.

School-wide focus on active learning.

³To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We used the NY State Report Card(s) over the last 3 years to indicate trends

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our school has had an average teacher turnover of 17.5% over the last 3 years. Most of the turnover was due to retirement and/or teachers who did not complete the necessary state requirements to continue employment.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

KEY FINDING 4: PROFESSIONAL DEVELOPMENT - ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our school has had an average teacher turnover of 17.5% over the last 3 years. Most of the turnover was due to retirement and/or teachers who did not complete the necessary state requirements to continue employment.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our investigation supported the Key Finding's position that the amount of quality ELL professional development was not sufficient.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The school will continue to monitor and increase the amount of professional development for ELL instruction. We will need additional support from Central and our SSO to address this issue.

KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSELAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Interview ESL teachers and administrator. Peruse the data from the NYSELAT assessments for our students from the prior 3 years

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The applicable data from the NYSELAT exam does not give sufficient resources to teachers, parents, or students. The fact that the exam is annual and the results do not come out in a timely manner suggests that the Key Finding is correct.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We provide our own qualitative and quantitative data to assess student progress. We will need additional support from Central.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT - SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Survey the general education teachers, the IEP teacher, the Special Education assistant principal, and other related services staff members to determine the validity of the statement at MS216Q.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

At Ryan, we have the following evidence to support this finding:

- Weekly meetings with Special Education teachers and supervisors to discuss various issues and concerns including congruence with general education teachers
- Faculty conference at the start of the school year that reinforces the Special Education programs at the school
- Individual congruence conferences between the IEP teacher and general education teachers
- Professional development workshops on testing modifications, IEP modifications, etc.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We will continue our current program and conferences. We could use additional help from Central (experts, best practices) to better inform our staff.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do not consistently specify accommodations and/or modifications for the classroom environment (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The IEP Teacher is completely familiar with the contents of the IEP and how it should be utilized among the staff. The IEP goals and objectives are monitored for appropriateness and accuracy.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The teachers at MS 216 are all aware of the students who they instruct who have IEP's. They have a copy of each student's IEP. Teachers signed the Chapter 408 form that they received the IEP's and the IEP's were explained to them. They know that the testing accommodations are not only for standardized tests unless noted.

The teachers have aligned the standards with the IEP goals.

A Behavior Intervention Plan (P. 10 of the IEP) is for students with severe behavioral issues. When a student has Counseling, goals and objectives are on page 6 of the IEP.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

1
2. Please describe the services you are planning to provide to the STH population.
 - counseling services
 - school supplies
 - trips
 - cap and gown (if needed)

Part B:
For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

N/A

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

N/A