



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: GEORGE J. RYAN MIDDLE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 26Q216

PRINCIPAL: DR. REGINALD LANDEAU JR.

EMAIL: RLANDEA@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANITA SAUNDERS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Dr. Reginald Landeau Jr.	*Principal or Designee	
Nicolle Session	*UFT Chapter Leader or Designee	
Eddie Lai	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Michael Collins	Member/Staff	
Linda Babbino	Member/Staff	
Susan Harts	Member/Staff	
Adrianna Malafronte	Member/Staff	
Lu-Hung Huang	Member/Parent	
Mokhlesur Khondker	Member/Parent	
Satie Panday	Member/Parent	
Sharie Persaud	Member/Parent	
Stephen Sun	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

To continue to deepen and broaden work around the Common Core Learning Standards (CCLS) by engaging closely with and examining school-wide implementation of the Citywide Instructional Expectations (CIE). Specifically, by June 2013, in literacy, social studies, and science, all students will engage in more challenging assignments that will accelerate their learning, deepen their conceptual understanding, and strengthen their ability to use textual evidence in writing and discussion. All students will engage in mathematical study which requires fluency, application, and conceptual understanding.

Comprehensive needs assessment

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

NYSED created the CCLS for all content areas and required alignment at the school level. NYC DOE created and mandated adherence to the Chancellor's Citywide Expectations. As a direct result of those two actions, we have decided to push forward with a strategic plan that will enhance instruction at Ryan using the Common Core Learning Standards as a main focus. Every Ryan student will have multiple opportunities to experience CCLS in both literacy (across content areas) and mathematics.

Based on our rising NYS standardized test scores last year, we will continue to produce CCLS aligned standard based unit and lesson plans.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

September 2012-June 2013

- School leadership will meet weekly with administrators and teacher leaders, join team meetings on a regular basis, and coordinate this work across grades.
- Teachers will engage in job-embedded professional learning as they explore ways to implement pedagogical practices that focus on the following instructional shifts:
 - In Math; require fluency, application, and conceptual understanding
 - In Literacy, social studies and science; require students to ground reading, writing, and discussion in evidence from text. As well, build a solid foundation of text dependent questioning strategies to support deeper inquiry into content.
- Teachers will develop a shared understanding of the CCLS and the expectations of college and career readiness by immersing in rigorous, ongoing professional development.
- Teachers will participate in weekly team planning meetings that focus on the implementation of the CCLS

- Teacher teams will meet regularly to design and edit formative and summative assessment tools in order to constantly review curriculum maps for changes.
- Teachers will devise and use rigorous tasks to assess student performance and to evaluate curriculum.
- Teachers will participate in using protocols to look at student work that support a clear picture of student ability and achievement.
- Teachers will make instructional adjustments based on looking at student work, interim assessments, and data.
- Teachers will produce units and lesson plans that support all learners.
- Literacy teachers will design a task that asks students to read and analyze informational texts and write opinions and arguments
- Math teachers will engage students in cognitively demanding tasks that requires them to demonstrate their ability to model and/or construct and explore the reasoning behind arguments to arrive at viable solution.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

The school’s plan to increase parent knowledge and involvement of this identified objective is:

- Monthly parent meeting in conjunction with the PTA to establish and maintain clear understanding via the Principal’s Report and/or Parent Coordinator Report
- Various timely parent workshops specifically geared toward improving understanding
- Phone master messages when deemed necessary
- Monthly Parent Newsletter
- Quarterly Ryan Review Parent Newspaper
- Backpack home letters and notices to parents

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Literacy and Math Coaches to improve teacher effectiveness and to support implementation of the Common Core State

Standards across ELA, Mathematics, Science and Social Studies

- Morning Tutorial which focuses on improving literacy and mathematical skills
- NYSTL and FSF funds will be used to purchase CCLS aligned textbooks, workbooks, software, and materials for use by teachers in ELA, Mathematics, Science, and Social Studies.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

We will continue to formalize individualized professional development plans by implementing Charlotte Danielson's framework for teaching: 1e, 3b, 3c (Instruction). This researched-based teaching framework will provide clear expectations for teacher practice and serve as the focus for teacher development.

By June 2013

- 80% of teachers will receive a detailed professional development plan based upon Charlotte Danielson's *Framework for Teaching*, 1e, 3b, 3c after mini-observations by principals or assistant principal and timely feedback sessions.
- 80% of teachers will participate in 3 professional development cycles to support their professional growth

Comprehensive needs assessment

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

During the needs assessment work that the School Leadership Team conducted during the 2011-2012 school year, it was determined that the next stage in development at George J. Ryan Middle School needed to be in the area of teacher development. Specifically, work in the following 3 areas:

1. Designing lesson plans
2. Questioning and discussion techniques
3. Student engagement

After researching several vehicles to use to improve the desired objectives, it was deemed that using Danielson's Framework of Teaching would best serve the staff at Ryan.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

By June 2013:

- All teachers will receive professional development on Danielson's Framework of Teaching at a minimum of two monthly faculty conferences and in content department meetings
- All teachers will receive the NYC DOE adopted Danielson rubrics for 1e, 3b, and 3c
- The school will facilitate teacher-to-teacher inter-visitations and formative classroom observations by school leaders
- Principals and APs will conduct a minimum of 6 informal for each teacher using strategically selected Domains/Components of the Danielson rubric to provide meaningful feedback.

- Each teacher will meet with their instructional supervisor to identify individual teacher goals based on the selected teaching framework
- Each teacher will engage in a professional growth plan that assesses effectiveness at three cycles, a baseline, mid-year and end-of-year feedback session.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

The school's plan to increase parent knowledge and involvement of this identified objective is:

- Monthly parent meeting in conjunction with the PTA to establish and maintain clear understanding via the Principal's Report and/or Parent Coordinator Report
 - Various timely parent workshops specifically geared toward improving understanding
 - Phone master messages when deemed necessary
 - Monthly Parent Newsletter
 - Quarterly Ryan Review Parent Newspaper
- Backpacked home letters and notices to parents

Budget and resources alignment

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Leaderships retreats with CEI-PEA professional developers to develop a sustainable plan to meet goals/expectations
 - Assistant Principal workshops facilitated by the network on Danielson attended and turn-keyed by APs
 - Principal Danielson Study Groups
 - Teacher Effectiveness Pilot series of hand-on workshops facilitated by the Office of Talent

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

Through increased awareness and utilization of the Sheltered Instruction Observation Protocol (SIOP), teachers will become more effective in instructional practices that result in the enhancement of language learning proficiency of all students.

As a result of the next phase of Network training in the implementation of the SIOP, teacher instructional plans will show evidence of both language learning objectives in all content areas as well as instructional objectives.

SIOP strategies will be aligned with Common Core Learning Standards to produce seamless instructional objectives and plan for instruction fostering college and career readiness for all students, including ELLs and SWDs as measured by lesson plans and CCLS literacy and mathematics units.

Comprehensive needs assessment

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

The School Leadership Team identified improving academic language and language acquisition as paramount to the development of all Ryan students, especially English Language Learners and Students with Disabilities. The data on our growing ELL and Special Needs population prompted more investigation by the school for research-based instructional practices that could improve student aptitude.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

September 2012 to June 2013

Professional development in SIOP model in the following areas:

- Sheltered Instruction Observation Protocol aligned to the Common Core Learning Standards
- 99 Strategies for Successful SIOP Implementation
- SIOP Essential Questions
- SIOP Language Objectives

School Instructional Team will participate in the CFN sponsored professional development.

School-Based SIOP Team will create a plan to implement SIOP into the instructional fabric in targeted classrooms.

The school will continue to support professional development for the instructional staff implementing the model.

The administration will provide teachers will a SIOP framework, aligned to Danielson, as a tool for planning, implementing and reflecting on practice

CFN Support Team will provide in-class coaching for teachers.

The school will align its budget to provide/supply teachers with more SIOP books and materials.

The school will align its budget to provide/supply teachers with additional SIOP training on Election Day, Brooklyn/Queens Day, and strategically aligned PD opportunities (before, during, and after school).

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

The school's plan to increase parent knowledge and involvement of this identified objective is:

- Monthly parent meeting in conjunction with the PTA to establish and maintain clear understanding via the Principal's Report and/or Parent Coordinator Report
 - Various timely parent workshops specifically geared toward improving understanding
 - Phone master messages when deemed necessary
 - Monthly Parent Newsletter
 - Quarterly Ryan Review Parent Newspaper
- Backpacked home letters and notices to parents

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Purchase Professional Development from Pearson for SIOP training for select teachers during Election Day PD and Brooklyn/Queens Day PD
 - Purchase 4 addition Professional Development days from Pearson where a staff developer can work with teachers on the following
- Lesson planning and development
- Modeling SIOP lessons in ELA, Science, Mathematics, and Social Studies
- Observing teachers creating SIOP lesson plans
- Observing teachers executing those created SIOP lessons
- Feedback and where necessary re-modeling SIOP protocol and strategies effectively

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

The school's plan to increase parent knowledge and involvement of this identified objective is:

- Monthly parent meeting in conjunction with the PTA to establish and maintain clear understanding via the Principal's Report and/or Parent Coordinator Report
- Various timely parent workshops specifically geared toward improving understanding
- Phone master messages when deemed necessary
- Monthly Parent Newsletter
- Quarterly Ryan Review Parent Newspaper
- Backpack home letters and notices to parents

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ol style="list-style-type: none"> 1. Morning Tutorial; AIS English Language Arts 2. Wilson Reading for identified Level 1 students (20) 	Small Group	<ol style="list-style-type: none"> 1. Before and after school 2. During school
Mathematics	<ol style="list-style-type: none"> 1. Morning Tutorial; AIS Mathematics 	Small Group	Before and after school
Science	<ol style="list-style-type: none"> 1. Study Skills 2. Small Group 3. During the school day 	Small Group	During school
Social Studies	<ol style="list-style-type: none"> 1. Study Skills 2. Small Group 3. During the school day 	Small Group	During school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ol style="list-style-type: none"> 1. Mandated Counseling; At-risk Counseling 	Small Group and One-on-One	During school
	<ol style="list-style-type: none"> 1. 		
	<ol style="list-style-type: none"> 1. 		

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

In order to continue to attract Highly-Qualified Teachers, we will do the following:

1. Continue our partnership with St. John's University to attract their best graduates from the student teacher core that trains in our school
2. Continue to use the Open Market Transfer System to attract veteran teachers who are capable and hardworking
3. Continue to rely on our current teaching staff to recommend quality teachers who will be a good fit for our school and our standards of excellence

To ensure that current staff become highly qualified, we will continue:

1. Weekly professional development opportunities in each department
2. Weekly Instructional Grade Team meetings with a focus in professional development
3. Have each of our mandated Faculty Conferences run as professional development workshops for teachers
4. Have professional development in content areas as part of each monthly department meeting
5. Continue to use CEI Network Professional Development Consultants to work with teachers in need

Continue to send our PD Coaches (in literacy and mathematics) to monthly PD workshops created by the network to turnkey to staff

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Deborah Maldonado-CFN #534	District 26	Borough Queens	School Number 216
School Name George J. Ryan Middle School			

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

Principal Reginald Landeau, Jr.	Assistant Principal Daphne Van Dorn
Coach Linda Babbino	Coach Patrick Roberts
ESL Teacher Janet Hehir/ESL	Guidance Counselor Sandy Kovacs
Teacher/Subject Area Joan Brill/ESL	Parent Ailing Huang
Teacher/Subject Area	Parent Coordinator Susan Chang
Related Service Provider Helene Phillips	Other
Network Leader Ben Waxman	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	4	Number of certified NLA/foreign language teachers	4
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1267	Total Number of ELLs	118	ELLs as share of total student population (%)	9.31%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. The parent or guardian of every newly enrolled student completes the HLIS at registration. English language learners are identified by Janet Hehir, the ESL Coordinator, a licensed pedagogue, who reviews parent responses on the HLIS. Mrs. Hehir also interviews the student. A native speaker serves as a translator. A plan has recently been developed so that an ESL teacher or instructional coach, who is available during registration, will interview and assist the parent with a translator. The LAB-R is administered within 10 days of the student's admission date. If a student's home language is Spanish, the Spanish LAB is administered within the ten day period by a Spanish speaking pedagogue. This is used to inform the school about the student's literacy in Spanish. The ESL Coordinator also receives admission/school transfer/interclass transfer notifications from the pupil accounting secretary, as well as from the guidance counselors, on an ongoing basis.. The coordinator also runs ATS reports throughout the year to screen for transfer ELL's and new admits, such as the RLER, RLAT, RNMR and RADP. Each student's LAB-R or NYSESLAT score is used to determine the required minutes of service per week according to CR Part 154. ELL's are provided with appropriate units of study within the ESL instructional program based on their scores. Adjustments to class placements or schedules are made so that newcomers are placed in a class with at least one classmate who speaks their language, when possible. All ELL's are tested annually with the NYSESLAT. The ESL Coordinator closely monitors all ELL's, including those who were previously X-coded, to insure that all students are tested. Careful analysis of appropriate ATS reports, such as the RLER for the LAB-R and the NYSESLAT, insures that all ELL's are tested annually.

2. Parents of newly identified ELL students attend an orientation within the first few weeks of enrollment and translators are made available. Going forward Parents Orientation will be offered on a bi-weekly basis for parents of newly enrolled students. Parents view the Parent Orientation Video in their native language, where available. The Translation/Interpretation Unit is used when needed. The Parent Coordinator, Susan Chang, who is a Chinese speaker, attends this orientation, as well as any other parent meetings held for parents of English language learners, such as a meeting in the spring prior to the NYSESLAT to inform parents about this assessment. School staff members, who are speakers of languages represented at the orientation meeting, are available to translate at the orientation and any other meetings held by the ESL Coordinator for parents. Parents have ample opportunity for questions after viewing the video at the orientation. Parents fill out the Parent Survey and Selection form in their home language after viewing the video and having their questions answered.

3. Duplicate Parent Survey and Selection forms are sent to the parents of new students who do not return them. The coordinator calls the home of any student who does not return the program selection form, using a staff member who speaks the home language to ensure that the parent understands. Once the forms are received, parent choices are screened. The trend for the past few years has been overwhelmingly ESL. If a parent should request a bilingual or dual language program, there is a system in place to keep a record of parent requests for such programs and parent requests will be honored should there be a sufficient amount of students for a bilingual or dual language class.

4. Every new ELL receives an entitlement letter in the home language after the administration of the LAB-R. After the parent returns the Parent Survey and Program Selection form, a placement letter is sent to the parent in the home language to inform the parent about

their child's placement in our ESL program. Students are placed with one of the two ESL teachers, according to their language proficiency as indicated by the LAB-R. Parents of students who pass the LAB-R receive letters in their home language indicating they passed the assessment and are not entitled to ESL services.

ELL's who are continuing in the school's ESL program receive continuation letters at the beginning of the school year and students who pass the NYSESLAT receive letters informing their parents that they have passed and are no longer eligible for ESL services. All of the notification letters contain the coordinator's name and telephone number should the parent have any need to communicate with the school about their child's placement. All parent communication is sent in the home language. Copies of the HLIS, Parent Survey and Selection forms, Entitlement letters, placement letters, are kept in the student's cumulative record, in the main office, and in the coordinator's binder. Parents who choose a bilingual or transitional bilingual program on the selection form are informed, in their native language through a translator, that the only program at Ryan is English as a Second Language. Parents will be informed that MS 216 will keep records regarding their request and will open new programs when there are a sufficient number of parents requesting the program for their children.

5. The trend for the past few years has been overwhelmingly ESL program choice. On the rare occasions when parents request bi-lingual or dual language programs, we inform the parents that we do not currently offer that program, however, we will be keeping of record of those request and opening a class if we have sufficient interest. Parents are also informed of schools that offer bi-lingual or dual language programs.

6 Yes, they are aligned because the overwhelming number of parents have requested a free-standing ESL program. As discussed above, we keep detailed records of parent choices so that we can open new programs as necessary.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	118	Newcomers (ELLs receiving service 0-3 years)	85	Special Education	11
SIFE	7	ELLs receiving service 4-6 years	18	Long-Term (completed 6 years)	15

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	85	4	4	18	3	4	15	0	3	118
Total	85	4	4	18	3	4	15	0	3	118

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP																
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3	7	5					15
Chinese							6	6	11					23
Russian							1	1	0					2
Bengali							11	15	19					45
Urdu							2	0	7					9
Arabic							0	0	1					1
Haitian							0	0	0					0
French							0	0	0					0
Korean							3	3	7					13
Punjabi							2	1	1					4

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish							0	0	0					0
Albanian							0	0	0					0
Other							3	1	2					6
TOTAL	0	0	0	0	0	0	31	34	53	0	0	0	0	118

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1a. In the 6th grade, the school utilizes both push-in and pull-out ESL program models. In the 6th grade, the majority of ELL students are grouped into two classes with non-ELL students. ESL teachers push-in to the students' ELA classes 4 periods per week (180 minutes) and beginner and intermediate students receive an additional 180 minutes of pull-out instruction. This model allows the ESL teachers to facilitate academic language development, reading comprehension skills, and writing skills within the grade level ELA class. In addition, it allows the ESL teachers to identify areas for growth to target during their small group pull-out instruction. It also allows the ESL teachers to use pull out instruction to build background knowledge that can then be used in the content area classes to enhance student understanding. This year the ESL teachers will be meeting weekly with the two sixth grade ELA teachers that they push in with in order to coordinate the plans for the upcoming week, align curriculum maps, and share student assessment information.

All 7th and 8th grade ELL students receive ESL instruction utilizing a pull-put model. During the pull out model, ESL teachers provide targeted instruction designed to promote language proficiency and acquisition of academic language.

1b. The ESL pull-out programs are ungraded and heterogeneous. The two ESL teachers divide the ELL's into two groups based on proficiency levels: Beginner/Low Intermediate and High Intermediate/Advanced. The students are then programmed for the required periods of ESL instruction in accordance with the English language requirements outlined in the Commissioner's Regulations Part 154.

A. Programming and Scheduling Information

In the ESL classroom all instruction is in English; however, the student's use of the native language during activities that pair advanced students with beginners is not discouraged. Moreover, students are encouraged to build literacy skills in their native language. In addition to English books found in the leveled multicultural classroom library, books in other languages are available. This year we will purchase additional multicultural native language libraries. A rich text environment complete with changing word walls, vocabulary charts and comprehension strategy charts with teaching points promotes the skills included in the ELA balanced literacy units of study.

2a. Each ELL student's program is reviewed carefully to ensure that the mandated number of instructional minutes are met in accordance with CR Part 154. Each ELL student's program is recorded into an excel spreadsheet which includes the precise days and periods that ESL instruction will take place. Beginner and Intermediate level students will receive 360 minutes of mandated instruction each week and Advanced students will receive 180 minutes. In addition, all ELL students receive targeted differentiated instruction 4 times a week during the 37.5 minute morning tutorial program. All classes are taught in English with necessary native language supports.

3. Content area instruction is delivered in English using ESL researched based strategies that are rigorous and serve to scaffold and differentiate learning among ELL students. MS 216 considers all teachers to be instructors of ELLs and to that end all teachers utilize the Sheltered Instruction Observation Protocol (SIOP) to inform classroom instruction. This model helps teachers plan and execute lessons that help students acquire academic language and content while becoming proficient in English. Teachers use a variety of Sheltered English Instructional strategies, including using graphic organizers, modifying speech rate and tone, visuals, and relating content to students background experience.

4. Since we have a free standing ESL program, all assessments and evaluations are in English. The Spanish LAB is used to assess literacy in Spanish for new ELL's.

5a. SIFE students are included in all intervention services through pull out and after school programs to address their specific needs. They are provided with family counseling by the school social worker. SIFE students also meet regularly with the guidance counselor and are monitored by the RTI team.

5b. Newcomers are given targeted instruction in the early morning tutorial program that occurs for the first 37.5 minutes of our official school day. Chinese speakers are taught by a teacher who is a native Chinese speaker. In addition, all newcomer students will be targeted during the Title III After School Program.

Standards-aligned texts are used to prepare students for success in their content area classes. Differentiated activities are provided to individualize instruction based on proficiency level, to develop literacy skills through the use of comprehension strategies and higher order thinking. All teacher made materials (unit plans, lesson plans, readings and assignments) are within the framework of Content Based Instruction.

ELL students who are required to take the ELA exam are provided with the same rigorous common-core aligned instruction as non-ELL students. Instruction is differentiated and scaffolded to ensure that students are able to meet the required standards. Students are given quarterly interim assessments and the data is used to target the reading comprehension, writing, and listening skills that the students need to develop. This data is utilized to design interventions and instructions both during the regular school day as well as during small group instruction during the morning tutorial program and afterschool program.

5c. ESL teachers utilize a variety of assessments to determine which skills ELLs receiving service 4 to 6 years need to develop. ESL teachers and supervising administrators carefully analyze the data and instruction is then carefully crafted to target the skills that students need to develop. During the morning tutorial program ELLs are grouped together and provided instruction based on their needs. Teachers use workbooks, SRA kits, and online resources to deliver instruction. ELLs receiving services 4-6 years will also be targeted during our after-school and Saturday program.

5d. In addition, to the plan and strategies described above in section 5c Long Term ELLs will be referred to the RTI committee. The RTI committee will implement a variety of interventions and instructional strategies to support the students' progress.

6. ELL-SWD are instructed with the same grade level materials and texts as non ELL-SWD students. Instruction is modified and scaffolded to meet the needs of individual students. In addition, all teachers use SIOP when planning instruction.

ELL-SWDs IEPs are carefully reviewed, monitored and implemented by each individual students' special education teacher, general education teachers, and related service providers. In addition, the special education supervising Assistant Principal utilizes a spreadsheet to record students' receipt of related services. This ensures that all mandated services are provided in accordance with the IEP. Both ESL

A. Programming and Scheduling Information

teachers access and review students IEPs using SESIS to ensure that the strategies and accommodations outlined in the IEP are fully implemented during ESL instruction.

7.ELL-SWD are mainstreamed for ESL.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

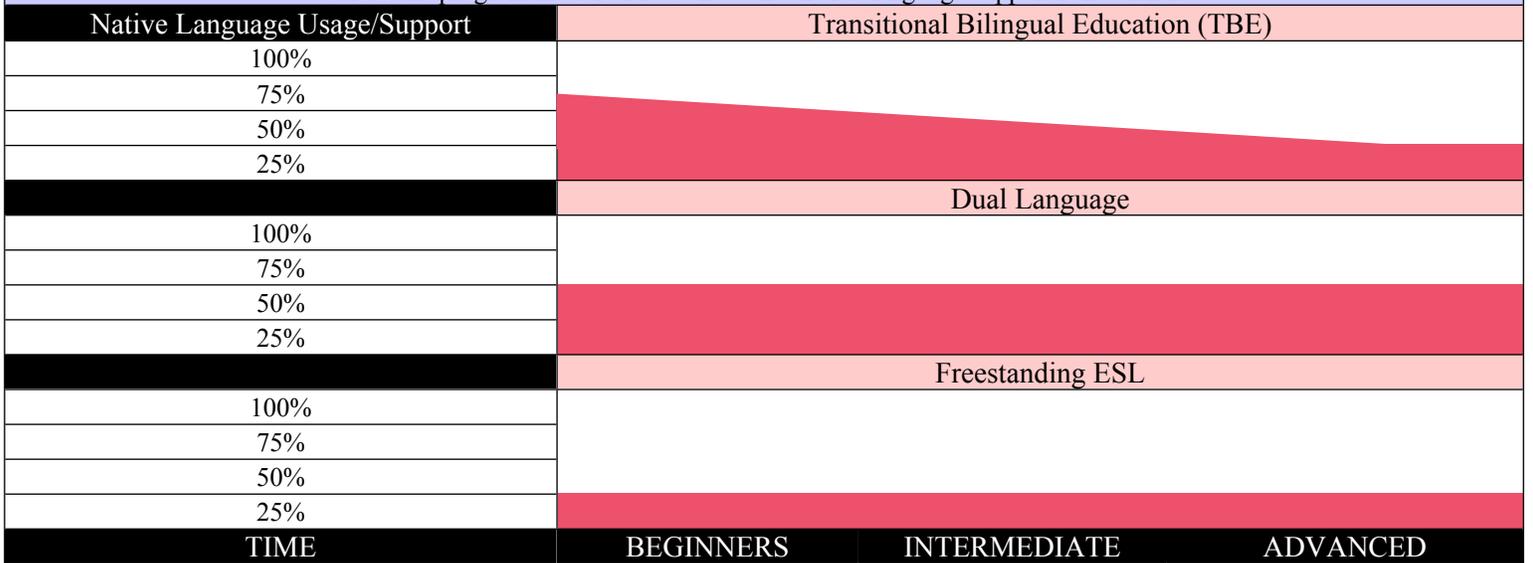
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. ELL's who score on levels 1 or 2 on the NYS ELA or Math Exam are targeted for After School Academic Intervention Services, and also attend a Morning Tutorial program. These programs are taught in English. According to latest NYS testing data 75% of the ELL students who took the ELA exam received a level 1 or 2 and 41% scored a level 1 or 2 on the Math exam.

Social Studies and Science teachers are provided with data pertaining to their ELL students, and with instructional strategies that can be used in the classroom to differentiate instruction for these students. All classes are taught in English, however, native language support is offered using books, glossaries, and the internet. During the Morning Tutorial program (37.5 minutes program), which all ELLs are mandated to attend, teachers use a variety of content area reading materials to help build background knowledge and Social Studies and Science related skills.

9. In order to provide transitional support to ELLs who have reached proficiency, we provide all mandated testing accommodations including extended time, separate location, translated test, and bi-lingual glossaries. In addition, all teachers use SIOP to plan and deliver instruction that aids in the acquisition of academic vocabulary and therefore supports the transition into a completely mainstreamed program.

10. This year each teacher will use SIOP in order to plan daily instruction that supports academic vocabulary development and ELL student achievement. In addition, specific on-line interim assessments designed for ELLs will be considered in order to quickly collect and analyze data. A variety of computer based programs and IPAD apps will be researched in order to assess whether they can be leveraged to enhance our current instructional practices and accelerate learning for ELL students.

The Inquiry Team this year will again focus on supporting ELL students. In addition, a study group consisting of the ESL Specialist, content area teachers and administrators will meet regularly throughout the year to focus on strategies to support ELL's to improve their oral and written communication skills. The information and successful instructional strategies that were gathered during last year's inquiry team and study group will be shared with all staff members during instructional department meetings and through our school website.

11. No programs/services for ELLs will be discontinued.

12. MS 216 has a variety of afterschool programs, as well as a Saturday enrichment program. These programs are described during morning and afternoon announcements and in the monthly student newsletter. These programs are also announced on our school website which can be translated into a variety of languages. ELL students are invited to participate fully in all school extra-curricular activities such as handball, robotics, yearbook, basketball, and Student Organization. In addition there is a community based organization sponsored after-school program that ELL students are encouraged to attend. Both ESL teachers inform students about available after-school activities and help with the registration process.

13. A variety of instructional materials are used to support ELLs. Teachers determine which materials to use based on the data they collect during assessments and classroom observations. These materials include but, are not limited to, bi-lingual dictionaries, texts in the students native language, IPADs, smartboards, and laptops. Core curriculum science and social studies textbooks are also provided in Spanish. We are also researching computer programs that will allow for individualized personalized instruction.

14. Native language support is delivered to ELL students through cooperative learning with peers, as well as through bilingual dictionaries, glossaries, and electronic translators.

15. Our ESL staff, general education staff, and administrators are all experienced in adolescent social, emotional, and academic development and all required services are age and grade-level appropriate.
16. Currently we do not have an orientation program for ELLS prior to the start of the new year; however, we will review models utilized at other schools and consider implementing one for next year.
17. All students at MS 216 including ELLs are offered Spanish as an elective.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Professional development is provided on and off site for teachers that serve the ELLs. The faculty will attend workshops to fulfill the 7.5 hours of ELL training. Most recently the entire staff received 5 hours of SIOP professional development and will receive another 5 hours in November. In addition, strategies for working with ELLs are discussed during weekly Instructional Department Meetings. Through the workshops, the faculty have learned and will continue to learn how to develop strategies that support ELLs to enhance their oral and written communication skills. In addition, the strategies will be aligned to content area standards. In collaboration with the school's network personnel, the faculty will receive professional workshops that include topics such as: Implementing SIOP, Differentiation of Instruction, Aligning ESL instruction to content areas and Common Core, incorporating technology into instruction, and Use of Data to plan instruction.

2. In order to assist ELL students as they transition from middle school to high school, the guidance counselors articulate to the staff and students any pertinent information for ELL students in grade 8 who will transition to high school, such as orientations, placement assessments, language instructional models at particular high schools. ELL students are also informed of the process for applying to specialized high schools in New York City and assisted with the process by the guidance counselors and the ESL specialists.

3. A record of ESL professional development attendance is kept by the ESL coordinator and the Assistant Principal. Professional development is provided on and off site for teachers that serve ELLs, including special education teachers.

The school's Administrative staff has received SIOP training and will continue to attend Professional Development in this area in order to support teachers during the implementation.

The school's Principal, Assistant Principals, and Aspiring Principals carefully review the Office of ELLS website, Principal's Weekly, Protrax, and network PD updates, for Professional Development opportunities for all staff. This includes Professional Development opportunities for teachers as well as guidance counselors, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators.

Current ELL PD Calendar

Topic	Date	Staff
SIOP Training	September 9, 2011 & November 8, 2011, and workshops throughout year during Instructional Team Meetings	Teachers, Administrators, Paraprofessionals
Aligning ELL instruction to Common Core	November 8, 2011	ELA, ESL, and Social Studies Teachers
Utilizing Ipad for instruction	November 2, 2011	All teachers of ELLs
BESIS Training	November 14, 2011	ESL Coordinator
Setting Up Our English Language Learners for Success: How Technology in Early Education Can Help Students with ELA Needs-Webinar	November 8, 2011	Aspiring Principal
ELL w/ Disabilities	November 17 and 18 or December 1 and 2	Parent Coordinator & Psychologist
Differentiating for ELLs in Science	December 12 and 13	Science Teachers
Models of Co-Teaching	December 12	ELA teachers & ESL teachers
Assessments Formative and Summative	December & January	ESL teachers
Use of Data to Inform Instruction of ELLs	February & March	All Teachers of ELLs
Native Language Support	March & April	All Teachers of ELLs
Technology Integration	May	All Teachers of ELLs
Effective ELL curriculum map evaluation, monitoring and revision	June	ESL teachers

E. Parental Involvement

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

1. Parent involvement at MS 216 is high. Parents of ELL's are included in all parent activities, including Breakfast with the Principal, High School Information nights, Incoming Grade 6 Parent Information Night, Chinese American Parent Support Group and monthly meetings with the Parent Coordinator. A survey is conducted every three months to screen parental needs and align workshops and activities to them.

2. Currently, we do not partner with any CBOs to provide workshops or services to ELL parents. However, we host workshops for ELL parents throughout the year. The school also deseminates to ELL parents, in their home language, information about workshops offered by the Office of English Language Learners and the United Federation of Teachers. The Parent Coordinator facilitates transportation to these workshops and often attends as well with groups of parents.

3. A survey is conducted every three months to screen parental needs and align workshops and activities to them.

4. The Parent Coordinator keeps a record of parent requests for informational workshops and response to parent surveys. Based on these requests she coordinates and holds various workshops and activities for parents.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							4	10	6					20
Intermediate(I)							6	11	20					37
Advanced (A)							21	13	27					61
Total	0	0	0	0	0	0	31	34	53	0	0	0	0	118

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							2	4	0				
	I							0	7	7				
	A							20	14	14				
	P							9	9	22				
READING/ WRITING	B							4	10	7				
	I							7	11	22				

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A							20	13	24				
	P							0	0	0				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	6	12	0	0	18
7	11	6	1	0	18
8	13	20	1	0	34
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1	0	10	1	7	2	1	4	26
7	6	0	11	0	7	0	5	0	29
8	2	0	15	3	11	2	5	5	43
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				

New York State Regents Exam

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

Native Language Tests

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

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

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

1.MS 216 utilizes running records, baseline reading and writing assessments, and scantron periodic assessments to assess students’ literacy skills. The ELA and ELL teachers are in the process of analyzing the data gathered from these assessments and will target instruction

appropriately. Specifically the ESL and ELA teachers will use the data to promote reading comprehension strategies, fluency, phonemic awareness, and decoding strategies.

2. Approximately 83% of the ELL students are Intermediate or Advanced. According to the latest NYSELAT data 15% of the students are Beginners. In the 6th grade approximately 60% of the students are advanced, 33% are intermediate, and 7% are beginners. The 6th Grade ESL program incorporates push-in instruction and this will afford the ESL teachers the opportunity to work closely with the ELA teachers to target instruction in order to accelerate the students to the Proficient Level. The 7th grade students' proficiency levels are more evenly distributed; 37% are advanced, 41% are Intermediate, and 26% are basic. The 7th grade has the highest percentage of beginners and students scoring a Level 1 on the ELA exam. These students are being targeted for intervention through our schools RTI program. Finally, in the 8th grade 40% of the students are Advanced, 44% are Intermediate, and 13% are beginners.

3. Data patterns across proficiency levels on the LAB-R and NYSESLAT , as would be expected, indicate that students are achieving proficiency in listening and speaking more quickly than in reading and writing. Across grades, there are fewer beginner students than there are intermediate, and, overall, almost 50% of ELL's are at the advanced level of language proficiency as indicated by the

LAB-R and NYSESLAT. Patterns across NYSESLAT modalities inform instructional decisions in reading and writing. Due to the fact that ELL's are not yet proficient in reading and writing, there is an emphasis on the academic demands of the common core standards, providing students with the reading comprehension strategies and the writing skills needed for college and career readiness. There is a schoolwide focus on academic language and vocabulary acquisition. In addition, focused listening comprehension strategies are taught and opportunities for academic discourse and classroom interaction are provided in all classrooms.

4a- The vast majority of the Intermediate and Beginning students across all grade levels scored level 1 on the NYS ELA exam. In terms of the Advanced students, 17% scored a level 1, 78% scored a level 2, and 5% scored a level 3 on the 2011 NYS ELA exam. This data is consistent with the results of the reading/writing portion of the NYSESLAT. We utilize a free-standing ESL model of instruction and therefore all tests are provided in English with the exception of the NYS Math exam, where translated tests are provided when available. In general, the ELL students earned higher levels of proficiency on the NYS Math exam than ELA exam. As part of our on-going analysis and interpretation of student data, we will carefully review the student performance on the constructed response sections of the NYS Math Exam to compare students ability to communicate in their native language versus English.

4b/c. We do not currently utilize the ELL Periodic Assessments, however, we do use the ELA Periodic Assessments, Acuity, and teacher made assessments. Teachers and school leadership use the data collected from these sources in order to determine which specific reading comprehension, grammar, and vocabulary skills to target during instruction.

5a. N/A

6. We evaluate the success of our programs for ELLs by analyzing the data collected from the NYSLET, NYS ELA exam, periodic assessments, and classroom summative assessments. We look at trends and patterns across the school as well as individual student gains. An analysis of whether students have reached proficiency and beyond is completed in order to modify and improve programs for ELLs.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **26Q216** School Name: **Middle School 216Q**

Cluster: _____ Network: **534**

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. Notices to parents regarding their child's ESL services are sent in the home language. Parent Orientation meetings are held several times each school year, at which time parents indicate the language they would prefer when being contacted by the school. For oral translations, the Parent Coordinator and bilingual staff members are summoned when the need arises.

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.

Most of our translation needs are in the following languages: Chinese, Spanish, Bengali, and occasionally Korean. We have faculty members who are fluent in all of these languages that we use for translations. Needed translation services can be provided in house and by the translated forms available from the Department of Education. Findings are reported to staff at Faculty Conferences and/or Department meetings and to the parent population via:

- Parent Teacher meetings
- Principal Town Hall Meetings
- PTA 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.

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.

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.

All oral interpretation services are handled in-house by staff members or, when necessary, by the NYC Translation Unit. Teachers and other multi-lingual staff members will assist in translations and comprehension of school needs to parents. Only in rare cases where no one is available, or, a particular language cannot be translated 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 home languages represented by out ELL population when necessary. If this cannot be accomplished in-house, the NYC Translation Unit will be utilized.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: George J. Ryan	DBN: 26Q216
Cluster Leader: Deborah Maldonado	Network Leader: Ben Waxman
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The program will run from November 28, 2012- May 1, 2013. The supplemental instruction classes will be held on Wednesdays from 3:05-4:05pm and on Saturdays from 9:00am-11:00am. An ESL licensed teacher and ELA content specialists will service approximately 25 students. They will focus on teaching reading, writing, speaking and listening skills that connect the topics taught during the regular school day to the skills and tasks of the NYSESLAT. The teachers will also use native language text to build background knowledge in the areas addressed in the content area curriculums during the regular school day. The teachers will incorporate inquiry based hands-on project based learning into their instruction.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

In order to increase the achievement of ELL students, all teachers, including all content area teachers, must receive professional development pertaining to research-based ELL instructional methodologies and strategies. To that end, the school's instructional cabinet works cooperatively with the Network liaisons to provide a variety of Professional Development opportunities. Workshops take place during the school day, after school, and during the Faculty Conferences. Upcoming Professional Development sessions will include: (1) SIOP training; (2) Aligning ELL curriculum to the Common Core Learning Standards; (3) Differentiating Instruction for ELLS; and (4) Utilizing assessment data to drive instruction. Every member of the school faculty has identified a SIOP goal as one of their professional goals.

Over the last 2 years, members of the school's faculty participated in a Collegial ESL Study Group. This year we will continue to build upon the valuable work of that team. The team will again consist of representatives from all content areas and will focus on: a.) implementing SIOP in order to enhance the academic vocabulary acquisition of ELL students, b.) developing structures—including programming and scheduling strategies-- through which ESL teachers and general education teachers can provide instruction that is complementary and coordinated, and c.) providing encouragement and support for ELLs in general, and the targeted students in particular. The representatives will explore best practices and share their findings with the members of their departments. The Collegial ESL Study Group will begin November 26, 2012 and end on May 20, 2013. The participants will meet every Monday from 3:05- 4:05 p.m.

Part C: Professional Development

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: In January of 2012 interested parents will be invited to enroll in a Beginner's ESL class. The sessions will focus on developing the participants' basic interpersonal skills and will utilize Rosetta Stone computer based language acquisition program. The sessions will be held from 9:00-10:00 every Monday beginning September 24, 2012- June 17, 2013.

Part E: Budget

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

Allocation Amount: \$15724

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$10,302	<u>Title III After School Program- Reading/ Writing & Speaking/Listening Focus</u> <u>2 teachers x 1 hour x 1 per week x 20 weeks x \$49.89 p/s rate=\$1995</u> <u>Title III Saturday Program Reading/ Writing & Speaking/Listening Focus</u> <u>2 teachers x 2 hrs x 1 time per week x 20 weeks x \$49.89 p/s rate=\$3,991</u> <u>ESL Collegial Study Group</u> <u>7 teachers x 2.15 hour x 15 weeks x \$19.12 training rate=\$4316</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<u>\$2355</u>	
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. 	<u>\$3066</u>	<u>Title III After School/Saturday Program</u> <u>Getting Ready for the NYSESLAT and</u>

Part E: Budget

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

Allocation Amount: \$15724

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> • Additional curricula, instructional materials. • Must be clearly listed. 		<p><u>Beyond (Student Books)- \$478.50</u> <u>Getting Ready for the NYSESLAT and Beyond (Teacher's Edition)</u> <u>\$39.95 x 2=\$79.90</u> <u>Empire State NYSESLAT (Student Books)-\$499.95</u> <u>Empire State NYSESLAT (Teacher Edition)- \$42.50 x 2= \$85</u> <u>Native Language texts/ Dictionaries-</u> <u>\$500</u> <u>ESL Beginners Class</u> <u>(Notebooks, Chart Paper, Markers, copy paper)-\$1123</u> <u>Refreshments: \$300</u></p>
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	<u>\$15723</u>	