

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

26Q216

School Name:

GEORGE J. RYAN MIDDLE SCHOOL 216 QUEENS

Principal:

DR. REGINALD LANDEAU JR.

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Middle School School Number (DBN): 26Q216
School Type: Middle School Grades Served: 6, 7, 8
School Address: 64-20 175th Street Fresh Meadows, NY 11365
Phone Number: (718) 358-2005 Fax: (718) 358-2070
School Contact Person: Dr. Reginald Landeau Jr. Email Address: rlandea@schools.nyc.gov
Principal: Dr. Reginald Landeau Jr.
UFT Chapter Leader: Nicole Session
Parents' Association President: Ranjna Kutwal-Sharma
SLT Chairperson: O'Neika Riley
Student Representative(s): N/A

District Information

District: 26 Superintendent: Danielle Giunta
Superintendent's Office Address: 61-15 Oceania Street, Room 129
Superintendent's Email Address: Dgiunta4@schools.nyc.gov
Phone Number: 718-631-6965 Fax: 718-631-6996

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldenado
Network Number: 534 Network Leader: Ben Waxman

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dr. Reginald Landeau Jr.	*Principal or Designee	
Nicole Session	*UFT Chapter Leader or Designee	
Ranjna Kutwal-Sharma	*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	
O'Neika Riley	Member/Teacher	
Susan Harts	Member/ Teacher	
Adrianna Malafronte	Member/ Teacher	
Dr. Daphne VanDorn	Member/ Assistant Principal	
Chandini Shanie Persaud Samels	Member/ Parent	
Liliam Quintero	Member/Parent	
Jeanine Cognard	Member/Parent	
Dalia Choudhry	Member/Parent	
Arlene Torres	Member/ Parent	
	Member/	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

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

administrators value each other.

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

At George Ryan Middle School, we have a diverse community focusing on a student-centered environment, promoting mutual respect for all and maximizing students’ potential for high school readiness.

We prepare all learners with a differentiated curriculum that is relevant, meaningful and actively engages students in our commitment to high standards.

All stakeholders are dedicated to promoting a positive atmosphere where our students’ unique talents are developed and celebrated.

George J. Ryan Middle School 216 prides itself in addressing the unique educational and social needs of the early adolescent. Our theme is “building community with a student focus”. Ryan has three themed academies: The Academy of Law and Justice, the Academy of Media Arts, and the Academy of Scientific Exploration.

We also have a Talent Program: Visual Arts, Dance, Chorus and Band.

We believe that this allows students to be nurtured and supported and provides a solid foundation for their educational, emotional, social and creative development.

At Ryan, we offer a student-centered program where teachers address the New York State/City Common Core Learning Standards in every subject area. Our teachers strive to produce exceptional lessons emphasizing individual and group instruction with that encourages student exploration and investigation, and promote critical thinking skills.

Our Student Demographics

Enrollment: 1384

Asian: 71% | Black: 6% | Hispanic: 9% | White: 13%

English Language Learners: 9%

Students with Special Needs: 10%

Ryan’s School Quality Guide Summary states that in:

- Student Achievement – Exceeding Target
- Student Progress – Meeting Target

Based on data analysis, we concluded that there would be a school wide initiative to address and promote literacy skills with our sixth graders and our English Language Learners across content areas and eventually infusing within our encore (Fine Arts, Spanish, Talent (art, band, chorus and dance) subjects.

2015 Ryan Instructional Goals

- We will focus on 6th Grade Literacy and Improving Instruction for English Language Learners school-wide.
- Each student will be enriched with Academic Vocabulary as evidenced by our W.O.W. words, Academic Language Words for each lesson, and strategies for ELLs.
- Each student will be immersed in units of study with the Common Core Learning Standards in all four core subjects – English Language Arts, Mathematics, Science, and Social Studies.
- All teachers will use data to understand what their students know and need to know in order to help them become

exceptional learners.

We are a **Chancellor's Select School** in the following categories:

- Learning Partners School: 1 of 24 schools selected citywide to showcase best practices
- Common Core Lab School: 1 of 37 select schools in NYC.

We have an **established Gifted Program called IGC**. The program has been in existence for 8 years. Incoming applicants take a **Gifted and Talented exam created by Dr. Seokhee Cho from St. John's University**. This assessment covers general academics, logical thinking, and intellectually gifted attributes. There is a writing component and an interview. **Students are ranked for admission** into our prestigious IGC class.

1. **The IGC curriculum is accelerated and was created by Ryan IGC teachers with assistance from professors at St. John's University**. IGC students receive **additional weighted average grades** based on the accelerated coursework.
2. **Since its inception, 98% of our IGC students get into NYC Specialized High Schools. Last year, all our IGC students (100%) were accepted into Specialized High Schools.**
3. We have a **partnership with St. John's University**:
 - a. That allows our **IGC teachers** access to **best practices for teaching intellectually gifted children** and several of our **IGC teachers have received certification for Gifted and Talented instruction through that partnership.**
 - b. **College Immersion Program**

Our students participate in various competitions and research programs such as: Math Counts, Science Olympiad, Robotics, Underwater Robotics, Debating, Talent Show, Earth Day, Spelling Bee, STEM/STEAM, Hall of Science and various Thematic Essay Writing competitions. Chess Team, Boys and Girls Basketball, Co-ed Softball and Volleyball Team, Track, Soccer, Guitar Club, and Theatre Club are among the many clubs/teams offered at Ryan. Our Saturday Academy offers: Architecture, Art, Dance, ESL Enrichment, Filmmaking, Photography, and Theater.

Our Student Organization, composed of elected Ryan senators from each academy, promotes school and social involvement by supporting issues that concern Ryan Middle School students, the community, and the world-at-large.

Our Project Boost Team prides itself on participation in various community service and cultural activities. Each year, we participate in Toys for Tots, NY City Harvest Food Drive, Adopt a Soldier, and The Breast Cancer Awareness Walk. Students also have an opportunity to visit museums, attend Broadway shows, Chinatown and the South Street Seaport.

Ryan is a school where parents are regarded as partners in their children's education. Parents are encouraged to participate in planning and decision-making. Our active PTA works vigorously with the school to improve it in any way it can. Our parent involvement committee has worked with the school to create better options for school/home communication including: PupilPath (online and text msg.), Principal's Weekly Phone Messages, Monthly Parent Calendars, Monthly Parent Newsletters

At Ryan, we strive to provide opportunities for our students to become independent and active learners, critical thinkers, and responsible and well-rounded individuals.

Current School Challenges:

- Increasing parental involvement; improving the leadership pipeline; increasing and improving the creation/revisions of common core learning standards based curriculum; creating systems for increased teacher collaboration

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

1.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
Schools strengths: Common Core aligned curriculum in all content areas, Established grade/content teacher teams, students’ achievement on the rise in both ELA and Mathematics, Instruction aligned to meet the needs of all students including SWDs and ELLs	
School Needs: Based on the 2013-14 standardized examinations, we need to improve using data-driven instruction to improve literacy at the 6 th grade level	

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By April 2015, the school will deepen work around the CCLS by engaging closely with and examining school-wide implementation of the Citywide Instructional Expectations in English Language Arts for the 6 th grade in preparation for the NYS ELA standardized examinations. This will be measured by the following evidence: PD agendas, teacher team agendas, pacing calendars, curriculum maps, and unit/lesson plans

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
School leadership will meet weekly with teacher leaders, join team meetings on a regular basis, and coordinate this work across the 6 th grade.	Administrators, Model Teachers, All Teachers	September 2014- April 2015	Principal, Assistant Principals, Model Teachers
6 th grade teachers will engage in job-embedded professional learning as they explore ways to implement pedagogical practices that focus on the following instructional shifts: assessing summative data, adjusting curriculum based on summative and formative data, lesson planning, literacy	6 th grade Teachers	September 2014- April 2015	Principal, Assistant Principals, Model Teachers, 6 th grade teachers

standards implementation			
6 th grade teachers will participate in weekly team planning meetings that focus on assessing summative data, adjusting curriculum based on summative and formative data, lesson planning, literacy standards implementation	6 th Grade Teachers	September 2014- April 2015	Principal, Assistant Principals, Model Teachers
6 th grade teacher teams will meet regularly to design and edit formative and summative assessment tools in order to constantly review curriculum maps for changes.	6 th grade Teachers	September 2014- April 2015	Principal, Assistant Principals, Model Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human Resources: APs, Model teachers, teacher leaders Budget resources: Funding for model teachers, curriculum-building per session/per diem Instructional resources: Materials for 6 th grade ELA

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
Mid-point Benchmark(s): By January 2015: Curriculum Development-New curriculum in 6 th grade ELA will be created and available for future revisions, if deemed necessary. Teacher Teams will be in place working weekly on curriculum design, looking at student work, and create and modify assessments.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

School strengths: Academy structure where school is split in a sense into 3 smaller learning communities with support in each, Academy coordinators who work with students, teachers, parents, and administrators on student safety, student discipline, student activities, school structure, and day-in/day-out issues/concerns that effect positive school culture; Assistant Principals assigned to each academy; Guidance Counselors assigned to each academy; Student Organization with student Senators selected by the Academy student body to represent them to discuss practices and student issues at Ryan during bi-weekly meetings with staff

Needs: Workshops/assemblies/presentations for students with a focus on Respect For All; Workshops for staff with a focus on Respect For All Positive reinforcements embedded into classroom activities for students who are complying with school/class mandates; Opportunities for students to be recognized for the work that they do both in and out of the classroom; opportunities for representatives to have discussions with the administration to get their ideas for improving the school with a focus on a safe/supported environment

Part 2 – Annual Goal

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

By June, 2015, at least 90% of teachers will create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to safe, supported environments where students are challenged by their teachers and peers. This will be measured by progress at quarterly checkpoints by administration.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
By December 2014, all staff members will engage in workshops/presentations geared toward improving school climate with a focus on Respect For All.	All teachers	September – December 2014	Principal, Assistant Principals, Model Teachers
By June 2015, focusing on creating a culture through instructional best practices where students feel safe, supported, and challenged by their teachers and peers, the school will facilitate quarterly	All teachers	November 2014 to	Principal, Assistant Principals, S.O.

meeting with the administration and student S.O. representatives (Senators) to discuss, plan, and implement activities for improving the school with a focus on a safe/supported environment		June 2015	Coordinators, Academy Coordinators
By March 2015, all students will participate in a minimum of three (3) assemblies focused on Respect for All and elections of Academy representatives	All teachers, Administration, all students	September 2014 to March 2015	Principal, Assistant Principals, S.O. Coordinators, Academy Coordinators, Guidance Counselors
By June 2015, the school will have multiple celebrations focused on recognizing students from each class for the work that they do both in and out of the classroom at PTA meetings, student assemblies, Parent Newsletters, school website, and Principal's weekly phone messages to school community .	All teachers, administration, students, parents	September 2014 to June 2015	Principal, Assistant Principals, S.O. Coordinators, Academy Coordinators, Guidance Counselors, PTA Executive Board, Parent Coordinator,

Part 4 – Resources Needed

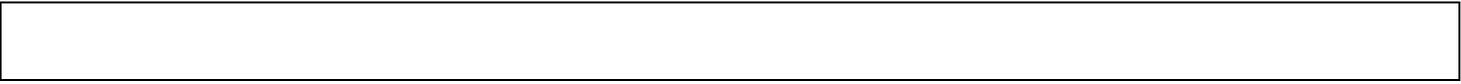
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human Resources: Principal, Assistant Principals, Teacher Leaders, Teachers, Academy Coordinators, S.O. Coordinators, Parent Coordinator, Guidance Counselors Professional Development time embedded in the weekly schedule, After-School Professional Development opportunities for all staff related to reaching this goal

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
Checklists, agendas, presentation materials and observation by administration that all parts of the action plan are in place and being executed in a timely manner. Quarterly check-ins by administrative team in November, February, April and June.				
Part 6b. Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			



Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

School(s) strengths: Willingness to learn new ways to collaborate, established teacher teams, teacher leaders, UFT/DOE selected Model Teachers

School(s) needs: Structured opportunities to improve collaboration, Workshops on tuning protocols, professional development for structures and systems for teacher to teacher collaboration; forms for evidence of collaboration

Part 2 – Annual Goal

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

By June 2015, 90% of teachers will work in collaborative teams to support student learning in all three Learning Partner Program Schools showing evidence of lesson planning and formative assessments in all participating schools. Examples of evidence will be found in the school’s culture, lesson planning, teacher teaming, principals’ embedded work with staff, etc.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Using the schedule, embed time for opportunities for teachers to meet in Instructional Grade Teams (same content/grade), and Interdisciplinary Teams (different content/same grade/same students)	All teachers	September 2014 to June 2015	Principal, Assistant Principals, Model Teachers
Using the schedule, embed time for opportunities for teachers and select administrators to meet for Learning Partner Program team meetings.	Model teachers and administration	August 2014 to June 2015	Principal, Assistant Principals, Model Teachers
In October and May, create and implement Ryan’s Instructional Team retreat with model teachers, teacher leaders, assistant	Model teachers, lead	October 2014 to	Principal

principals, and principal to create, focus, and monitor the school's instructional and professional development plans for the school year.	teachers, APs, principal	June 2015	
Institute eleven (11) formal visits and numerous informal visits between the host school (Ryan) and our two partner school LPP teams (various teachers, principals, APs, and facilitator) to work collaboratively on our focus: Academic Intervention.	Various teachers (3 schools), Model teachers, various APs (3 schools), all principals	September 2014 to June 2015	Principals, LPP facilitators and staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
All teachers, Model Teachers, Assistant Principals, Principals, LPP Facilitator and support staff

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
Mid-point Benchmark: In February 2015, the administration will gather evidence in the form of Team Meeting Agendas, Feedback from teachers found in Team Meeting Minutes; Agendas and documentation from PD opportunities created for teacher teams. Expectations at mid-yr benchmark should be that all teachers are working collaboratively in established teacher teams.				
Part 6b. Complete in February 2015.				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Strengths: Administrative cabinet, Instructional Team including supervisors, lead teachers, and content area teachers

Needs: Improving leadership development with supervisors, model teachers, and content teachers. Creating a leadership pipeline all leading to improved student achievement.

Part 2 – Annual Goal

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

By June 2015, school leaders will effectively use evidence-based systems to examine and improve individual and school-wide practices in the following critical areas: student achievement, curriculum and teacher practices, and leadership development making progress toward mission-critical goals.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Professionally develop, mentor, and monitor all assistant principals in the structures and protocols necessary to ensure a healthy school climate and improve pedagogy.	Assistant Principals	August 2014-June 2015	Principal
Train assistant principals, model teachers, and Learning Partner Principals on using tuning, step-back, burning question and other feedback protocols to improve host and partner school practices.	Assistant Principals, Model Teachers, LPP Principals	October 2014-June 2015	Principal
Plan and implement professional development opportunities for mentors and teacher leaders for the purpose of improving pedagogy and student achievement	Mentors, Teacher Leaders	September 2014-June 2015	Principal, Assistant Principals, Model Teachers

Professionally develop, mentor, and monitor model teachers chosen for the Chancellor's Learning Partners Program including creating Accountability Partners with building-level supervisors	Model Teachers	August 2014-June 2015	Principal, Assistant Principals
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Part 4 – Resources Needed

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

Principal, APs, Model Teachers, Learning Partner Principals, LPP Facilitators and support staff, literature (The Gifted Boss, The Power of Full Engagement, Gardening the Minefield, Instructional Rounds)

Part 5 – Budget and Resource Alignment

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

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

LPP budget

Part 6 – Progress Monitoring

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

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

Mid-point Benchmark: By February 2016 there should be evidence of teacher leadership development as evidenced by PD documentation, Feedback: Model Teachers, APs, LPP Principals, Teacher Leaders, Mentors, and meeting Agendas

Part 6b. Complete in February 2015.

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Strengths: working/existing PA; strong SLT with responsive and continuing members of parents, teachers, and supervisors;

Needs: Moving towards a PTA where eachers take a larger part in the practice of collaborating with parents; increased parent school communication; more opportunities for parents to visit the school and learn how to help their children succeed.

Part 2 – Annual Goal

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

By June 2015, the entire school community will share data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students, and school constituents centered on student learning and success. Communication between home and school will increase 10% evidenced by increased conferences, parent/teacher workshops, parent/teacher communication via technology and in person.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
The principal, assistant principals, teachers and support staff will hold four (4) Open School community opportunities inviting parents to visit the school and have multiple dialogues about student learning and success.	Parents, Students	September 2014-May 2015	Principal
The principal, assistant principals, and parent coordinator will host informational parent workshops on student learning and success hot topics such as How to help your child become a better organized student, Common Core Learning Standards, Navigating PupliPath (our school’s data system), High School application process, How to use our school’s website, etc.	Parents	September 2014-June 2015	Principal, Parent Coordinator

Teachers and support staff will be available to meet with parents via in-person, telephone, or internet on Tuesdays to discuss data, student learning, and success.	Parents	September 2014-June 2015	Principal
The principal will give detail overviews of school data to parents and SLT members at each month's School Leadership team meetings and PTA meetings.	Parents, SLT members	September 2014-June 2015	Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Principal, assistant principals, parent coordinator, SLT members

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
Mid-year review: Agendas, minutes from SLT meetings, Minutes from PTA meetings September 30, 2014- Initial Check; February 3, 2015- Mid-year review; May 31, 2015 through June 24, 2015- End-of-year review				
Part 6b. Complete in February 2015.				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Level 1, Low-level 2, High-level 2, High-level 3, Low-level 4	Before and Afterschool AIS English Language Arts; Wilson Reading for identified Level 1 students (20); Targeted instruction by classroom ELA teacher; 8-9 periods of ELA each week	Small group; one-to-one	Before the school day, during the school day, after the school day, Saturday Academy
Mathematics	Level 1, Low-level 2, High-level 2, High-level 3, Low-level 4	Before and Afterschool AIS Mathematics; Targeted instruction by classroom Math teacher; 8-9 periods of Math each week, Lunch and Learn	Small group; one-to-one	Before the school day, during the school day, after the school day, Saturday Academy
Science	At-risk MOSL Baselines; Teacher assessment	AIS Science, Lunch and Learn	Small group; one-to-one	Before the school day, during the school day, after the school day, Saturday Academy
Social Studies	At-risk MOSL Baselines; Teacher assessment	AIS Social Studies, Lunch and Learn	Small group; one-to-one	Before the school day, during the school day, after the school day, Saturday Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher referral, at-risk behavior, RTI Team referral, dean referral, administration referral	At-risk SETSS; At-risk Counseling	Small group; one-to-one	During the school day, Saturday Academy

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[Middle School 216Q]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[Middle School 216Q]** will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC)

[MS 216Q], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 26	Borough Queens	School Number 216
School Name George J. Ryan Middle School		

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

Principal Dr. Reginald Landeau, Jr.	Assistant Principal Ajith Satyanarayana
Coach Patrick Roberts	Coach type here
ESL Teacher Janet Hehir/ ESL	Guidance Counselor Sandy Kovacs
Teacher/Subject Area Matthew Herrschaft/ ESL	Parent
Teacher/Subject Area type here	Parent Coordinator Susan Chang
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	4	Number of teachers who hold both content area and ESL certification	4
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1366	Total number of ELLs	122	ELLs as share of total student population (%)	8.93%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In							40	0	0					40
Pull-out							0	37	45					82
Total	0	0	0	0	0	0	40	37	45	0	0	0	0	122

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	122	Newcomers (ELLs receiving service 0-3 years)	70	ELL Students with Disabilities	14
SIFE	3	ELLs receiving service 4-6 years	30	Long-Term (completed 6+ years)	22

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	70	2		30	1	4	22		10		122

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	70	2	0	30	1	4	22	0	10	122
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							5	6	8					19
Chinese							16	15	10					41
Russian								1						1
Bengali							9	7	18					34
Urdu								1						1
Arabic														0
Haitian							1							1
French														0
Korean							4	5	5					14
Punjabi							1							1
Polish														0
Albanian														0
Other							4	2	4					10
TOTAL	0	0	0	0	0	0	40	37	45	0	0	0	0	122

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							10	12	8					30
Intermediate(I)							13	7	22					42
Advanced (A)							17	18	15					50
Total	0	0	0	0	0	0	40	37	45	0	0	0	0	122

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	22	8	0	0	30
6	16	7	2	0	25
7	14	1	0	0	15
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5	19	0	4	1	4	4	1	1	34
6	8	1	9	4	2	6	0	3	33
7	6	4	5	3	1	4	0	6	29
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and 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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 At MS216Q we use two different types of assessment tools to assess early literacy for our entire student body and our ELL population. The first is called Performance series that is a web based diagnostic test that assesses a students reading and language arts through a combination of standards based and computer adaptive diagnostic testing. To get targeted data on our ELL population we use the fall

and spring periodic assessment baselines. Based on the proficiency levels of the students we can tailor our program for both ELA and ESL classes. The spring test will help measure the growth our students and help inform our teaching practices for the fall school year. We will be administering the fall baseline on October 28, 2013 and we are hoping to use the data used to create a more targeted curriculum to meet the needs of our ELL population.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
We have noticed that ELL students who receive a level 2 on their ELA exam or NYSELAT exam have a tendency to stall at level 2 which means their proficiency level does not surpass a level 3 and with last years common core aligned state exams ELL's stalled at a Level 1.

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

The major pattern and trend that we noticed by examining our NYSELAT scores in the four modalities is that our students passed the listening and speaking portion, but did not pass the reading and writing portion which led the school to purchase and start implementing the Shelter Instruction Observation Protocol (S.I.O.P) model. The S.I.O.P model is an educational framework that promotes best teaching practices utilizing language objectives to help student's meet their learning objectives. As a school we use the AMAO data to inform all staff members of the current state of our ELL population and create goals based on our desired state for our ELL population.

According to our 2013-2013 AMAO data for ELA our ELL population is below the state index for performance, but our growth percentile rate is 15% above the average growth percentile for Middle Schools in New York State. These numbers show that we at MS216Q are on the right track to increase performance levels.

According to our 2013-2014 AMAO data for Math our ELL population is also below the state index for performance, but just like in ELA our growth percentile is 17% above the state average for Middle Schools in New York State.

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

4A. One pattern we have identified as an ELL student gets older their proficiency rate also increases. Based on the new CCLS aligned state exam our ELL population did not fair well compared to our native language speakers.

4B. We will be administering our fall periodic assessment starting on October 25, 2013 and once we receive the results we will set up systems and structures in our classrooms to meet the needs of our ELL students based on the data.

4C. The way we incorporate Native Language at MS216Q is that we have purchased books in all the Native language that pertain to our student body. The books are leveled at below grade level, grade level and above grade level. The books mirror the same books that are found in our classroom libraries for our English native language speakers.

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

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?
The way we make sure a child's second language development is considered in instructional decisions is by implementing and training our staff in the S.I.O.P model. In every lesson teachers create a language objective that pertains to the lesson that entails promotes language acquisition.

7. 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?

Not applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The multiple ways we use data to evaluate the success of our ELL programs is by looking at our AMAO growth percentile and we also use the fall and spring periodic assessments.

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 - 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. Paste response to question here:
- 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.
 - 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. Paste response to question here:
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
 - 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. Paste response to question here:
- 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.

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.

Paste response to question here:

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

The 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. Paste response to question here:

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **①**
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. Paste response to question here:

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - 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.
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.
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)?
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. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
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. To meet the demands of the CCLS all units of studies in all subject and content areas are aligned to the CCLS. In the pull out ESL classes the teachers have created units of studies that mirror the skills being taught in the ELA classrooms to provide more practice and consistency.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
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.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6a. 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.

6b. 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.

6c. 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.

6d. 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.

6e. Former ELL's who have tested proficient are provided 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 continue to develop. This data is utilized to design interventions and instruction both during the regular schools day as well as during small group instruction during the morning tutorial program and after school program.

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

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 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

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

ELL-SWD are mainstreamed for ESL.

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

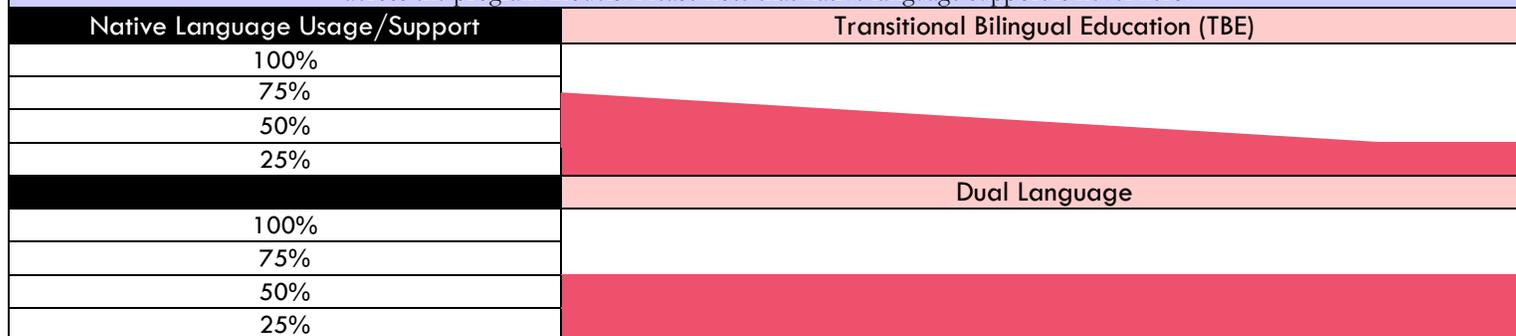
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

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

Based on current state ELA, NYSELAT and 2013-2014 AMAO data we have seen significant growth in both our ELA and Math growth percentile as stated earlier we had an average of 16% higher than the average for Middle Schools in New York state. Our ELA data showed that the majority of our ELL's stalled at a level 1 and with this data we have implemented that our ESL teachers attended ELA teacher team meetings and start to align the ESL curriculum to that of the ELA curriculum. In terms of both content and language development with the implementation and professional development around S.I.O.P our student body see both a language and content objective in every lesson that is linked to one of the NYSELAT modalities.
11. What new programs or improvements will be considered for the upcoming school year?

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

No programs/services for ELLs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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

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

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

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
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.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
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.
18. What language electives are offered to ELLs?
All students at MS 216 including ELLs are offered Spanish as an elective.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. Professional development is provided on and off site for teachers that serve the ELLs. At the end of the 2012-2013 school year a SIOIP consultant provided both whole school and individual professional development which we hope to continue this school year. 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.
 2. 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 SIOIP 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. 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 SIOIP, Differentiation of Instruction, Aligning ESL instruction to content areas and Common Core, incorporating technology into instruction, and Use of Data to plan instruction.
 3. 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.

D. Parental Involvement

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

1. 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 disseminates 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.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Reginald Landeau, Jr.	Principal		10/31/13
Ajith Satyanarayana	Assistant Principal		10/31/13
Susan Chang	Parent Coordinator		10/31/13
Janet Hehir	ESL Teacher		10/31/13
	Parent		1/1/01
Matthew Herrschaft	Teacher/Subject Area		10/31/13
	Teacher/Subject Area		1/1/01
Patrick Roberts	Coach		10/31/13
	Coach		1/1/01
Sandy Kovacs	Guidance Counselor		10/31/13
	Network Leader		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

	Other _____		1/1/01
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LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 26Q216 School Name: George J Ryan

Cluster: V 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.

Parental preference for the language of communication from the school is indicated on the Home Language surveys. This data, together with home language reports from ATS (RPOB), enable the school to determine the language translation needs of the parents. The ELL coordinator also maintains a list of school staff who are fluent in different languages who can be called upon to translate for parents.

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.

Translation and interpretation needs for the major language groups can be handled by school staff. In the event the needs of the parent cannot be met by school staff, the translation and interpretation unit of the Department of Education will be utilized for telephone and written translation needs.

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.

The multilingual welcome poster is displayed at the school safety desk and many standard documents/forms are available on the Department of Education website and will be used when needed to communicate with parents in their language of choice

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.

The information regarding translation and interpretation has been distributed to each staff member with the telephone number of the unit that will translate for parents over the phone. This is reinforced with a reminder prior to parent/teacher conferences.

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>.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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 [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>George J. Ryan</u>	DBN: <u>26Q216</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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: During School
Total # of ELLs to be served: <u>120</u>
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>6</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>4</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: One of the programs will we offer during the school year is a Chinese Dual Language program. The group of students will meet after school on Wednesday and Thursday from 2:45- 3:45 pm. An ESL licensed teacher and a Chinese speaking ICT teacher will service approximately 15 dual language students they will focus on teaching reading, writing, speaking and listening in both Chinese and English to topics that are covered in the regular school day. We will also offer a second supplemental program during the school year. The second program classes will take place after school on Thursday's from 2:45 to 3:45 and on Saturdays from 9:00 am- 11:00 am. An ESL licensed teacher will work with an ELA content specialist, an Art content specialist, a Math content specialist and a Guidance Counselor to service approximately 30 students. They will create an inquiry and hands on-project based learning through a S.T.E.A.M (Science, Technology, Engineering, Art, Math) frame work that will focus on teaching reading, writing, speaking and listening skills that connect to topics of the regular school day to the skills and task of the NYSELAT.

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 155 minutes of weekly professional development. 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 meet

Part C: Professional Development

during the school year. The participants will meet every Thursday from 3:05- 4:05 p.m.

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: 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. In addition we will look into a partnership with New York City Adult Literacy Initiative (NYCAI) to help our parents with obtaining a GED, Adult Basic Education programs focusing on literacy and other 21st century skills in the relams of technology on a needs basis. The sessions will be held during Parent Engagement time every Tuesday from 2:35 to 3:15 .

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____