

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **26Q216**

School Name: **J.H.S. 216 GEORGE J. RYAN**

Principal: **REGINALD LANDEAU**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: MS 216Q School Number (DBN): 26Q216
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: Dilip Nath
SLT Chairperson: O'Neika Riley
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
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: 718-631-6943 Fax: 718-631-6996

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North, Queens, NY 11101
Director's Email Address: lpender@schools.nyc.gov
Phone Number: 718-391-8222 Fax: 718-391-8320

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dr. Reginald Landeau Jr.	*Principal or Designee	
Nicole Session	*UFT Chapter Leader or Designee	
Dilip Nath	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
O’Neika Riley	Member/ Teacher	
Susan Harts	Member/ Teacher	
Adrianna Malafronte	Member/ Teacher	
Patrick Roberts	Member/ Asst. Principal	
Shamina Ahmed	Member/ Parent	
Manjit Kaur	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Alan Ong	Member/ Parent	
Liliam Quintero	Member/ Parent	
Darlene Jackson	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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 prides itself in addressing the unique educational and social needs of the early adolescent. Our theme is "building community with a student focus". George J. Ryan Middle School 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 George J. Ryan Middle School, 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.

George J. Ryan Middle School Student Demographics

Enrollment: 1401

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

English Language Learners: 11%

Students with Special Needs: 11%

George J. Ryan Middle School'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.

2016 George J. Ryan Middle School Instructional Goals/ Foci

- All teachers will use summative and formative assessment data to drive instruction and instructional next steps.
- 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.
- All five core subject area teachers (ELA, Mathematics, Science, Social Studies, and Spanish) will have a cycle of inquiry based around Looking at Student Work (LASW) best practices.

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

- Learning Partners Plus School: 1 of 11 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 10 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 George J. Ryan Middle School 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 George J. Ryan Middle School. 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.

George J. Ryan Middle School 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 George J. Ryan Middle School, 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

26Q216 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	1380	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	12	# SETSS	N/A	# Integrated Collaborative Teaching	22
Types and Number of Special Classes (2014-15)					
# Visual Arts	9	# Music	18	# Drama	N/A
# Foreign Language	43	# Dance	10	# CTE	N/A
School Composition (2013-14)					
% Title I Population	1.8%	% Attendance Rate			96.6%
% Free Lunch	60.0%	% Reduced Lunch			11.4%
% Limited English Proficient	8.7%	% Students with Disabilities			11.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.1%	% Black or African American			6.5%
% Hispanic or Latino	9.5%	% Asian or Native Hawaiian/Pacific Islander			70.5%
% White	12.8%	% Multi-Racial			0.4%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)			4
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			5.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)			6.42
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	53.5%	Mathematics Performance at levels 3 & 4			68.2%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			70.1%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			YES
Students with Disabilities	N/A	Limited English Proficient			NO
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

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

George J. Ryan Middle School received a “Well-Developed” designation in all five (5) areas on our most recent NYC Quality Review (received in 2015). Our school data for the current year is as follows:

English Language Arts: 58% Levels 3+4, 33% Level 2, 9% Level 1

Mathematics: 70% Levels 3+4, 24% Level 2, 6% Level 1

Common Core Algebra: 100% Levels 3+4

Science: 85% Levels 3+4, 13% Level 2, 2% Level 1

Earth Science: 100% Levels 3+4

NYSESLAT: 29% Level 5, 38% Level 4, 7% Level 3, 11% Level 2, 16% Level 1

NYC Learning Environment Survey: 88% Positive Responses for Rigorous Instruction (above city average)

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 2014-15 standardized examinations, we need to improve using data-driven instruction to improve mathematics at the 6th, 7th, and 8th grade levels.

Part 2 – Annual Goal

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

By April 2016, the school will deepen work around the CCLS by engaging closely with and examining school-wide implementation of the Framework for Great Schools in Mathematics for the 6th, 7th, and 8th grades in preparation for

the NYS Mathematics standardized examinations as measured by a 3% increase in proficiency on the Datacation DDS Mathematics baseline and end-line assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>School leadership will meet weekly with teacher leaders, join team meetings on a regular basis, and coordinate this work across grades.</p>	<p>Administrators, Model Teachers, All Teachers</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principals, Model Teachers</p>
<p>Mathematics 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 standards implementation.</p>	<p>All Mathematics Teachers</p>	<p>September 2015- April 2016</p>	<p>Principal, Assistant Principals, Model Teachers</p>
<p>Mathematics 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. This will be measured by the following evidence: PD agendas, teacher team agendas, pacing calendars, curriculum maps, and unit/lesson plans.</p>	<p>All Mathematics Teachers</p>	<p>September 2015- April 2016</p>	<p>Principal, Assistant Principals, Model Teachers</p>
<p>6th, 7th, and 8th grade Mathematics teacher teams will meet regularly to design and edit formative and summative assessment tools in order to constantly review curriculum maps for changes.</p>	<p>All Mathematics Teachers</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principals, Model Teachers</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources: APs, Model teachers, teacher leaders

Budget resources: Funding for model teachers, curriculum-building per session/per diem

Instructional resources: Materials for 6th grade ELA

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Mid-point Benchmark(s): By February 2016: Curriculum Development-Adjusted curriculum in 6th, 7th, and 8th grade Mathematics 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.

3/15/2016- Benchmark met.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

George J. Ryan Middle School received a “Well-Developed” designation on our most recent NYC Quality Review (received in 2015). Our school data for the current year is as follows:

English Language Arts: 58% Levels 3+4, 33% Level 2, 9% Level 1

Mathematics: 70% Levels 3+4, 24% Level 2, 6% Level 1

Common Core Algebra: 100% Levels 3+4

Science: 85% Levels 3+4, 13% Level 2, 2% Level 1

Earth Science: 100% Levels 3+4

NYSESLAT: 29% Level 5, 38% Level 4, 7% Level 3, 11% Level 2, 16% Level 1

Attendance: 98.3%

Superintendent Suspensions: 2

NYC Learning Environment Survey: 85% Positive Responses for Supportive Environment (at city average)

School strengths: Academy structure where school is split in a sense into three (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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the

identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016, 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. There will be a school goal of improving students' social emotional and physical learning. This will be measured by progress at quarterly checkpoints by administration based on administrative team observations, student infraction data (2% reduction each quarter), principal's suspension data (5% reduction from 2014-15), and guidance/social worker data (5% increase in at-risk counseling sessions, 2% decrease in S.A.T referrals for existing students).

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>By November 2015, all staff members will engage in workshops/presentations promoting and training on student social-emotional and physical learning (SEPL).</p>	<p>All teachers, paraprofessionals, administration, guidance counselors, SAT, and support staff who deal directly with students.</p>	<p>October & November 2015</p>	<p>Principal, Assistant Principals</p>
<p>By June 2016, 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 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.</p>	<p>All teachers</p>	<p>November 2015 to June 2016</p>	<p>Principal, Assistant Principals, S.O. Coordinators, Academy Coordinators</p>

By May 2016, 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 2015 to May 2016	Principal, Assistant Principals, S.O. Coordinators, Academy Coordinators, Guidance Counselors
By June 2016, 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	October 2015 to June 2016	Principal, Assistant Principals, S.O. Coordinators, Academy Coordinators, Guidance Counselors, PTA Executive Board, Parent Coordinator, Student Senators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
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 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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.
3/15/2016- Benchmark met.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

George J. Ryan Middle School received a “Well-Developed” designation in all five (5) areas on our most recent NYC Quality Review (received in 2015). Our school data for the current year is as follows:

English Language Arts: 58% Levels 3+4, 33% Level 2, 9% Level 1

Mathematics: 70% Levels 3+4, 24% Level 2, 6% Level 1

Common Core Algebra: 100% Levels 3+4

Science: 85% Levels 3+4, 13% Level 2, 2% Level 1

Earth Science: 100% Levels 3+4

NYSESLAT: 29% Level 5, 38% Level 4, 7% Level 3, 11% Level 2, 16% Level 1

NYC Learning Environment Survey: 85% Positive Responses for Collaborative Teachers (3% below city average)

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

School(s) needs: Based on the 2015 Learning Environment Survey, teachers need to build trust and team building. Additionally, qualitative data shows a need for improved structured opportunities to improve collaboration, Workshops on tuning protocols for our school focus of inquiry: Looking at Student Work, professional development for structures and systems for teacher to teacher collaboration; forms for evidence of collaboration

Part 2 – Annual Goal

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

By June 2016, there will be a 10% increase measured by teacher responses on the Learning Environment Survey of teachers working in collaborative teams to support student learning showing evidence of lesson planning, LASW, and

formative assessments as evidenced by school’s culture, lesson planning, teacher teaming, principals’ embedded work with staff, etc.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
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). IGTs will meet during the normal school day and interdisciplinary teams will meet during contractual weekly PD sessions.	All teachers	September 2015 to June 2016	Principal, Assistant Principals, Model Teachers
In October and May, create and implement Ryan’s Instructional Team retreat with model teachers, teacher leaders, assistant principals, and principal to create, focus, and monitor the school’s instructional and professional development plans for the school year.	Model teachers, lead teachers, UFT Chapter Leader, and administration	October 2015 to June 2016	Principal
Create a common Looking at Student Work protocol that will be utilized by all 5 major subject areas (ELA, Mathematics, Science, Social Studies, and Spanish), train select staff on protocol, and implement regimented routines for using the protocol during the school year.	All Teachers	October 2015 to June 2016	Principal, Assistant Principals, Model Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

HR: All teachers, Model Teachers, Assistant Principals, Principal

Program for IGT meeting during the regular work week schedule

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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.

6 week cycles of inquiry using LASW as the platform with culminating check-ins by all 5 major departments during contractual PD time.

3/15/2016- Benchmark met.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

George J. Ryan Middle School received a “Well-Developed” designation in all five (5) areas on our most recent NYC Quality Review (received in 2015). Our school data for the current year is as follows:

English Language Arts: 58% Levels 3+4, 33% Level 2, 9% Level 1

Mathematics: 70% Levels 3+4, 24% Level 2, 6% Level 1

Common Core Algebra: 100% Levels 3+4

Science: 85% Levels 3+4, 13% Level 2, 2% Level 1

Earth Science: 100% Levels 3+4

NYSESLAT: 29% Level 5, 38% Level 4, 7% Level 3, 11% Level 2, 16% Level 1

NYC Learning Environment Survey: 81% Positive Responses for Effective School Leadership (2% below city average)

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

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

By June 2016, we will increase the number of teachers participating in school focused walkthroughs/intervisitations; specifically, at least 75% of classroom teachers will participate in at least one learning walkthrough/intervisitation to improve student to student feedback practices.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Professionally develop, mentor, and monitor all assistant principals in the structures and protocols necessary to ensure a healthy school climate and improve pedagogy.</p>	<p>Assistant Principals</p>	<p>August 2015- June 2016</p>	<p>Principal</p>
<p>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.</p>	<p>Assistant Principals, Model Teachers, LPP Principals</p>	<p>July 2015- June 2016</p>	<p>Principal</p>
<p>Plan and implement professional development opportunities for mentors and teacher leaders for the purpose of improving pedagogy and student achievement.</p>	<p>Mentors, Teacher Leaders</p>	<p>July 2015- June 2016</p>	<p>Principal, Assistant Principals, Model Teachers</p>
<p>Professionally develop, mentor, and monitor model teachers chosen for the Chancellor’s Learning Partners Program including creating Accountability Partners with building-level supervisors.</p>	<p>Model Teachers</p>	<p>July 2015- June 2016</p>	<p>Principal, Assistant Principals, Model Teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>HR: Principal, APs, Model Teachers, Learning Partner Principals, LPP Facilitators and support staff</p>										
<p>Other resources: Literature (The Way We Are Working Isn’t Working, Thanks For The Feedback, Instructional Rounds, etc.)</p>										
<p>Fiscal: LP+ budget</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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

3/15/2016- Benchmark met.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

George J. Ryan Middle School received a “Well-Developed” designation in all five (5) areas on our most recent NYC Quality Review (received in 2015). Our school data for the current year is as follows:

English Language Arts: 58% Levels 3+4, 33% Level 2, 9% Level 1

Mathematics: 70% Levels 3+4, 24% Level 2, 6% Level 1

Common Core Algebra: 100% Levels 3+4

Science: 85% Levels 3+4, 13% Level 2, 2% Level 1

Earth Science: 100% Levels 3+4

NYSESLAT: 29% Level 5, 38% Level 4, 7% Level 3, 11% Level 2, 16% Level 1

NYC Learning Environment Survey: 75% Positive Responses for Effective School Leadership (4% below city average)

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

Needs: Moving towards a PTA where teachers 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; increased parent participation (greater numbers)

Part 2 – Annual Goal

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

By June 2016, 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% as compared to the results from our school-generated 2014-15 school year parent survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>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.</p>	<p>Parents, Students</p>	<p>September 2015-May 2016</p>	<p>Principal</p>
<p>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.</p>	<p>Parents, Students</p>	<p>October 2015-June 2016</p>	<p>Principal, Assistant Principals, Parent Coordinator</p>
<p>The principal will work with the PTA to deliver a Home/School Community workshop series entitled: Organizing for Student Success: A Parent’s Guide. Parents will learn about: The adolescent child, Household parenting tips, Organizing student work, Addressing middle school age student needs (home/school), Adjusting to your child’s increasing social-emotional needs, etc.</p>	<p>Parents</p>	<p>October 2015-June 2016</p>	<p>Principal</p>
<p>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.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>HR: Principal, assistant principals, parent coordinator, SLT members</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>	<p>Title III, Part A</p>		<p>Title III, Immigrant</p>

	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Mid-year review: Agendas, minutes from SLT meetings, Minutes from PTA meetings

September 30, 2015- Initial Check; February 3, 2016- Mid-year review; May 31, 2016 through June 24, 2016- End-of-year review

3/15/2016- Benchmarks met.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	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	Teacher summative and formative assessments	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	Before the school day, during the school day, after the school day, Saturday Academy

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. 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. will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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: George J Ryan Middle School 21	DBN: 26Q216
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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: _____

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: Begin description here:

- Schoolwide ENLs identified by NYSELAT and NYSITEL scores as EN or EM ENLs will be targeted for the Thursday afterschool program. EX and TR students will be targeted for a before school program on a daily basis of 25 minutes a day. SIFE students will be invited to both afternoon and morning sessions as a built into the day SIFE instructional period.

- Description of program: The afterschool program will begin November 5, 2015 and run consistently every Thursday until May 12th. This support class will be an hour and half long.

- The Title III Supplemental Program at Goerge J Ryan Middle School assists our English Language Learners in the following ways:

- ELA Common Core Tests preparation
- Tutoring in all content areas in their native language as well as in English to support credit accumulation and recuperation.

- Languages of instruction: Students will be instructed in English with bilingual support provided in Spanish and Chinese.

- The main instructor(s) is TESOL certified and is able to speak English, Chinese and Spanish.

- The analysis of individual modalities on NYSELAT showed a clear need for a concentration on reading and writing skills and strategies. This finding meant that we need an integrated Title III after school program that focuses on literacy skills by supporting content areas using materials which support ENLs linguistically and academically.

- Suggested materials to be ordered with Title III funds include the Longman Literacy, Living Environment and Global/USA Social Studies series, Stories We Brought with Us, English in Action 1,2,3 and Penguin Easy Classic Readers.

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: _____

Recommended external PD will be provided by the Office of ELLs and internal PD by Jen Albright. The ENL department through turn keying of PDs presented in faculty meetings and co-planning sessions

Part C: Professional Development

will focus on Collaborative Strategic Reading (CSR). CSR is a research-validated instructional model designed to improve reading comprehension and content learning for ENLs in grades 6-11. Participants will learn to teach the core components of CSR (before, during, and after reading strategies); facilitate student-led text-based discussions; use CSR to support ENLs in heterogeneous classrooms; and plan for successful integration of CSR into existing structures (e.g., introducing strategies to students, selecting text, fine tuning strategy use, providing feedback). The content of these PDs will be implemented into different units in the contents of Social Studies, ELA and Sciences. An error analysis of NYSELAT results offered more specific insight into performance skills needing improvement among our ENLs: most notably, self-monitoring and self correcting for accurate language production, making and supporting inferences about information and ideas with reference to features in written texts, and applying learning strategies to acquire information and make texts comprehensible and to examine and interpret a variety of materials. These PDs will take place November 2-3, 2015 and turnkeyed the following weeks in content department meetings.

The Sheltered Instruction Observation Protocol is an approach to teaching that promotes language development and content-area learning. The objective of the workshops led by Jen Albright is to help participants understand and apply the principles of the approach and use them to adapt grade level content lessons to meet their students' levels of English proficiency. Participants will learn how to create language and content objectives, plan for meaningful activities, teach and emphasize key vocabulary, employ techniques that make information comprehensible, incorporate activities that encourage peer to peer interaction to foster academic language development, and provide a comprehensive review of key concepts and vocabulary at the end of each lesson. These PDs will be led bi-monthly throughout the school year on Mondays from 2:35-4:00 pm.

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: Among the issues faced by our ENLs are the problems faced by their parents who, themselves, lack the ability to communicate in English. In addition, parents find it difficult to acculturate to the educational system in the USA (which, in many cases, differs markedly from other educational systems) and have many questions and concerns regarding their status as immigrants. In most instances, parents of ENLs are incapable of supporting their children's bi-cultural and academic growth because they have limited support systems in their own communities. The parent coordinator is bilingual in Chinese and English and her role is to focus, primarily, with assisting parents navigate the educational system. The parental involvement aspect of the Title III program at George J Ryan Middle School will focus on addressing the above mentioned issues. Parents will be invited for parenting skills workshops, for immigration-related questions and concerns, and for ENL and computer instruction on a monthly basis. The service providers will be one guidance counselor, the parent coordinator, one ENL teacher and the AP of ENL. By offering these services to parents, the school will improve the achievement of students who are participating in the supplemental Title III program. These services will be offered the second Monday of every month for 1.5 hours.

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

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. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	=====	=====

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Dr. Reginald Landeau	Assistant Principal Ajith Satyanarayana
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Jamie Son ENL	School Counselor Sandy Kovacs
Teacher/Subject Area Steve Scheno ENL	Parent type here
Teacher/Subject Area type here	Parent Coordinator Susan Chang
Related-Service Provider type here	Borough Field Support Center Staff Member Gary Goldenback
Superintendent	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	4	Number of teachers who hold both content area/common branch and TESOL certification	6
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	1401	Total number of ELLs	122	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	122	Newcomers (ELLs receiving service 0-3 years)	83	ELL Students with Disabilities	29
SIFE	4	Developing ELLs (ELLs receiving service 4-6 years)	32	Long-Term (ELLs receiving service 7 or more years)	7

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	83	3	6	32	1	14	7		9	0
Total	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							7	3	9					0
Chinese							8	10	16					0
Russian							1	1	3					0
Bengali							15	12	8					0
Urdu							1	3	4					0
Arabic								2	1					0
Haitian								1						0
French														0
Korean							1	1	1					0
Punjabi								1						0
Polish														0
Albanian									1					0
Other							5	5	2					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							11	10	14					0
Emerging (Low Intermediate)							3	4	10					0
Transitioning (High Intermediate)							6	3	2					0
Expanding (Advanced)							18	22	19					0
Commanding (Proficient)							6	5	17					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	15	3	0		0
6	19	2	0		0
7	21	0	0		0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5	19	0	4	1	4	4	1	1	0
6	8	1	9	4	2	6	0	3	0
7	6	4	5	3	1	4	0	6	0
8									0
NYSAA									0

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 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 ENL 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 26, 2015 and we are hoping to use the data used to create a more targeted curriculum to meet the needs of our ELL population.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSELAT) 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. There are three major linguistic groups that exists in the school Chinese, Bengali and Spanish. NYSITELL scores reveal entering Chinese students score particularly low on listening and speaking sections of the NYSITELL but score higher on reading and grammar portions of the tests. The opposite is found true of the Bengali and Spanish speaking students. NYSELAT score reveal EN/EM typically within their first two years progress to the TR/EX levels. Students who tests in TR/EX tend to flatline at these levels for typically around two years. The majority of Longterm ENLs tend to be SWD ENLs and show little progress in year increments which seems to suggests their language learning is stagnated by numerous factors not solely linguistic.
- 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.

Reading comprehension is a critical skill for secondary ENLs especially those ENL-SWB , as it facilitates participation in mainstream content-area classes.

According to our 2014-2015 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 2014-2015 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:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

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 26, 2015 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.

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5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
N/A
6. How do you make sure that a student's new 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:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of

communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

On enrollment, the guardian of an incoming child is asked to complete a Home Language Identification Survey and participate in an informal oral interview with the assistance of a licensed pedagogue to determine the child's language use at home. Should the results of the interview and the HLIS determine that the child uses a language other than English at home, the student is administered the NYSITELL by an ESL teacher or licensed pedagogue within 10 days of enrollment. The test is ATS scanned and results are printed that day to determine eligibility for English language development support services. If the child is eligible, parents are invited to attend an orientation session during which they take part in a question and answer session and view the Program Orientation video and review other materials and information presented in their native language or with an interpreter if necessary. Parents are also provided with printed information in their native language regarding available programs (Transitional Bilingual, Dual Language, and Freestanding ESL) in New York City schools. Parents are required to choose which program they feel would best serve their child. Parents are informed that their child has a right to placement in a bilingual class in his or her school if there are sufficient numbers of entitled students of the same home language and grade level. It is explained that if there are not enough students to form a bilingual program, or if not enough parents have selected a bilingual option, they have the option of transferring their child to another school in the district that has a bilingual program and that their choice letter will be kept on file pending the enrollment of 15 students from the same language group in the same grade. At this time, Parent Survey and Program Selection forms are distributed, completed, signed and returned. If parents are unable to be present at the Parent Orientation, information will be sent home and a telephone orientation will be conducted regarding program models after which the Survey and Selection Form are to be returned once completed. Our community outreach coordinator will keep in contact with the parents to encourage the return of the forms. At this time, the majority of parent requests indicate a preference for ESL programming. As such, George J Ryan offers a freestanding ESL programming with an emphasis on Native Language support in Spanish and Chinese. .

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

To identify a SIFE student we first conduct an interview with the child and parent with the HLIS. We ensure that we conduct the procedure for evaluating a SIFE student within the 30 day time frame. If it is determined the child might have had an interrupted education in their home country they are by providing the SIFE questionnaire to determine if the student had any interruption or inconsistency during their years of attending school. We also look at school transcript if available and once the child is enrolled we conduct a baseline ELA writing assignment and a baseline Math exam to determine if the student is at or below grade level. For Spanish speakers the Spanish LAB is used to determine L1 literacy. In the rare cases onto which a student has not been identified at intake we hold a meeting with the students content and ENL teachers and evaluate the students work. The parents are informed of findings and are made aware of support systems at the school. These include Title III funding after school programs and SIFE intervention programs built into the regular day. These students will be graded on a Pass/ Fail basis for the entire first year.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

If a student has an IEP and their home language is other than English. Our LPT team which consist of our School Assesment Team (SAT), ENL team, and Mr. Satya Assistant Princpal that supervises both Special Education and ENL. The team reviews all related documantion from IEP, Social History, Home Language Survey and all other realted documents. If the LPT team decides that the student should be recommended for ENL services then we present our findings to the Superintendent. Once the information is presented we then continue to follow the ELL identification process by having the student sit for the NYSITELL. If the LPT team decides that the student should not be recommende for ENL services we follow the protocol of notifying the Superientendent. After the decision has been made we notify the parents of the student within three days. At this time if translation/interperatation is needed we will call on members of our staff to translate for the students family and if we do not have anyone on staff then we reach out to the translation/interperatation unit. Once we have effectively communicated our decision and inform the parents they have 20 days to accpet or reject our decision this will determine if we either continue with the ELL identification process or terminate it.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

ELL Coordinator will review NYSELAT and NYSITELL ATS reports to identify students eligible for continued Entitlement. Parents of students eligible for continued ENL services will receive continued entitlement letters within the first 5 days of the beginning of the new academic school year. ELL Coordinator will keep copies of all distributed entitlement letters on file. ELL Coordinator will create class logs listing all ELL students, per class and grade. Logs will track all completed HLIS, entitlement letters, Parent Program Selection forms, and surveys that are distributed, completed, and returned as well as the type of instructional program chosen by the parent of each identified ELL. Logs will also indicate any documentation that is pending completion or not returned. Copies of all NYSITELL answer documents, entitlement or non-entitlement letters, Parent Program Selection forms, and ELL Coordinator will keep surveys on file. ELL Coordinator will contact parents not attending initial orientation via telephone, to schedule an individual parent meeting during morning or evening sessions, within 10 days of initial student enrollment. In exceptional cases where parents are unable to attend initial parent orientation or individual meetings, the ELL Coordinator will arrange for a telephone conference in which non-attending parents will be informed of the various program models and assist parents in completing Program Selection forms and

surveys over the telephone. ELL Coordinator will document date of telephone conferences on Parent Program Selection forms and surveys. Parents contacted via telephone conference will still be required to schedule an individual meeting with the ELL Coordinator to sign the Program Selection form and survey for their child. Parents who do not attend any of the scheduled meetings and who cannot be contacted via telephone within the 45-day appeal process will receive a written notification of their child's placement in the school's default program.

ELL documentation for students transferring from other schools (private, out-of state, foreign) will be reviewed and filed by ELL Coordinator. In cases where ELL documentation for transfer students is not included in student cumulative folders, ELL Coordinator will contact previous school's Pupil Accounting Secretary, ELL Coordinator, or other indicated staff member, to request forwarding of missing documents. Dates of initial request will be documented as well as any additional follow-ups.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Every new ELL receives an entitlement letter in the home language after the administration of the NYSITELL. 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 ENL program. Students are placed with one of the two ESL teachers, according to their language proficiency as indicated by the NYSITELL. Parents of students who pass the NYSITELL 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 ENL 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. If a child is 18 and in middle school which is a rare case the student is entitled to a copy of all letters that must be signed by the student and copies are given to the student placed in the students cumulative file.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

On enrollment, the guardian of an incoming child is asked to complete a Home Language Identification Survey and participate in an informal oral interview with the assistance of a licensed pedagogue to determine the child's language use at home. Should the results of the interview and the HLIS determine that the child uses a language other than English at home, the student is administered the NYSITIL by an ESL teacher or licensed pedagogue within 10 days of enrollment. The test is ATS scanned and results are printed that day to determine eligibility for English language development support services. If the child is eligible, parents are invited to attend an orientation session during which they take part in a question and answer session and view the Program Orientation video and review other materials and information presented in their native language or with an interpreter if necessary. Parents are also provided with printed information in their native language regarding available programs (Transitional Bilingual, Dual Language, and Freestanding ESL) in New York City schools. Parents are required to choose which program they feel would best serve their child. Parents are informed that their child has a right to placement in a bilingual class in his or her school if there are sufficient numbers of entitled students of the same home language and grade level. It is explained that if there are not enough students to form a bilingual program, or if not enough parents have selected a bilingual option, they have the option of transferring their child to another school in the district that has a bilingual program and that their choice letter will be kept on file pending the enrollment of 15 students from the same language group in the same grade. At this time, Parent Survey and Program Selection forms are distributed, completed, signed and returned. If parents are unable to be present at the Parent Orientation, information will be sent home and a telephone orientation will be conducted regarding program models after which the Survey and Selection Form are to be returned once completed. Our community outreach coordinator will keep in contact with the parents to encourage the return of the forms. At this time, the majority of parent requests indicate a preference for ESL programming. As such, George J Ryan offers a freestanding ESL programming with an emphasis on Native Language support in Spanish and Chinese.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

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:

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Our two ENL teachers are responsible for obtaining Parent Survey and Program selection during registration and during Parent workshops. At this time we ask our students' parents what preferred languages they would like to be communicated in. Then each teacher is responsible for collecting the forms for the students that they provide services for. If forms are not collected the two ENL teachers work closely with our Parent Coordinator in collecting the forms. Once the forms are collected they are added to the students' cumulative file and information is updated in our ENL database that is managed by our ENL teachers.
9. Describe how your school ensures that placement parent notification letters are distributed.
We use two methods to ensure placement parent notification letters are distributed. We send 2 copies of the letter home in their preferred language with the student and request the parent sign one copy and have their child bring it back. We also mail 2 copies home and request the parent sign one copy and either mail the form back or give it to their child to return to school. The ENL teachers and our pupil accounting secretary are in charge of receiving and tracking when the letters have been returned.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). We place HLIS, non-entitlement, and entitlement letters in each individual student's cumulative file located in the main office. A duplicate copy is also made and placed in the ENL office for students' individual files to be used during the annual parent review meeting.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Our two ENL teachers use ATS reports to determine NYSESLAT eligibility and then create a master testing schedule a month before the NYSESLAT test start date. We then test the speaking section first starting with our Expanding level students and work our way down to Transitioning, Emerging and finally our Entering level students. Once all speaking sessions part of the NYSESLAT are completed, we then administer the rest of the NYSESLAT over the span of three days which consists of reading, writing and listening for each grade band.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
After using RLAT to determine eligibility for services, we send parents placement letters (in parents' preferred language) notifying them of continued entitlement and transitional support. We make every effort to ensure that parents receive notification before the beginning of the school year but no later than September 15th, of the school year and we track, record and maintain outreach attempts for each student.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
For the 2015-2016 school year 0% of parents selected TBE programs, 0% selected Dual Language, and 99% requested Freestanding ESL. This year the trend continues with Parents year 0% of parents selected TBE programs, 0% selected Dual Language, and 99% requested Freestanding ESL. They are required to choose which program they feel would best serve their child best. Parents are informed that their child has a right to placement in a bilingual class in his or her school if there are sufficient numbers of entitled students of the same home language and grade level. It is explained that if there are not enough students to form a bilingual program, or if not enough parents have selected a bilingual option, they have the option of transferring their child to another school in the district that has a bilingual program and that their choice letter will be kept on file pending the enrollment of 15 students from the same language group in the same grade. At this time, Parent Survey and Program Selection forms are distributed, completed, signed and returned. If parents are unable to be present at the Parent Orientation, information will be sent home and a telephone orientation will be conducted regarding program models after which the Survey and Selection Form are to be returned once completed. Our community outreach coordinator will keep in contact with the parents to encourage the return of the forms. At this time, the majority of parent requests indicate a preference for ESL programming. As such, George Ryan offers freestanding ESL programming with an emphasis on Native Language support in Spanish and Chinese.

Part V: ELL Programming

A. Programming and Scheduling Information

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

- a. Freestanding ENL program.

At George Ryan J Middle School the organizational model is a combination of push-in and stand alone ENL services. Because of the large number of ELLs representing two large cultural groups (Chinese/Bengali) and to facilitate intercultural awareness, integrated peer-assistance, and improved communicative competence, the school has opted to program our ENLs largely according to an integration model in Math and Science classes. Careful consideration was given to student programming in order to include students at all five levels of English proficiency in each strand so that group-work within content-area classes may include peer-assistance. Literacy-heavy courses like Social Studies, ELA and Science are either supported by push-in ENL co-teachers or taught as stand-alone classes depending of the level of the group. In addition, our ENL teacher Steven Scheno is a proficient speaker of Mandarin as are 15 content area teachers who are proficient in Chinese, Spanish, Farsi, Hebrew, French, Bengali and Korean.

We are served by two licensed ENL teachers who currently push in with content-area teachers in each of History and ELA and/or teach stand alone ENL with Native Language Support. ENL teachers co-plan and teach with content-area teachers to provide content-area instruction using ENL methodology and instructional strategies following the sheltered instruction approach. Beginner students receive three periods a day of stand-alone ENL including a literacy class, an ENL skills class and a Global class taught using Native Language support and ENL methodologies. A Mandarin-proficient pedagogue pushes in to their Math class to provide Native Language support. Intermediate and Advanced ELLs take the literacy-heavy Social Studies class co-taught by a Mandarin-proficient ENL teacher and a Social Studies teacher. This ensures that ELLs are assisted with comprehension and interaction and acquisition of both the English Language and History content. These groups are also programmed for ENL instruction, which closely mirrors the New York State ELA standards. Because ENL teachers work collaboratively with content-area teachers, our ELLs not only receive the mandated number of Units of Support but also are also ensured academically rigorous instruction which is carefully scaffold and differentiated within content-area classrooms and supported by the Native Language in order to help them meet or exceed New York State and City standards. In addition, because research shows that continued literacy development in the Native Language assists with the development of the same metacognitive skills in the target language, a Chinese dual language and literature class is being offered after school to ELLs at all levels which is aligned through cross-curricular planning.

Most of our SIFE students are at or approaching grade-level performance in their core-content area classes and according to their assessment results. Students who present a gap within achievement are targeted for small group instruction as well as after-school programming. Newcomers are receiving intensive stand-alone ENL instruction in addition to their regular classes and are provided with Native Language support as discussed above. The ENL teacher working with them speaks both Mandarin, Spanish and can provide Native Language support. These students will receive instruction, which includes comprehensible input and abundant context clues using visuals, realia, manipulative, and gestures. They will be assisted in developing phonemic awareness and understanding of English syntax, morphology and vocabulary as well as developing strategies to become successful readers, writers, listeners and speakers of the English Language. They will receive instruction in English language conventions, grammar and structure and will be provided with ample opportunities to engage in social and academic conversations.

Students receiving services between four and six years will continue to benefit from strategies such as scaffolding, contextualization, modeling, demonstrations and comprehension checks and will participate in frequent shared, modeled and independent writing exercises. For our long-term ELLs, two are also receiving special education services and receive CTT and SETTS in addition to their regular classes. The remaining long-term ELLs will continue to receive targeted instruction according to their needs and will be provided with numerous opportunities for further language enhancement and refinement with complex and varied literacy tasks. ELLs who have reached proficiency level continue to receive support in their content area classes by the ENL teacher pushing in with the content area teacher.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

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

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

Due to state changes in ENL servicing, George Ryan has re-thought its organizational model in programming ENLs.

At George Ryan J Middle School the organizational model is a combination of push-in and stand alone ENL services. Because of the large number of ELLs representing two large cultural groups (Chinese/Bengali) and to facilitate intercultural awareness, integrated peer-assistance, and improved communicative competence, the school has opted to program our ENLs largely according to an integration model in Math and Science classes. Careful consideration was given to student programming in order to include students at all five levels of English proficiency in each strand so that group-work within content-area classes may include peer-assistance. ENLs identified as EM/EN are programmed first to ensure their stand alone ENL required hours are met. Currently the EN/EM are receiving two hours more than the required state mandated hours of pull out services. In addition this group as well as the EX/TR ENL groups are supported in literacy-heavy courses like Social Studies, ELA and Science either supported by push-in ENL co-teachers or taught as stand-alone classes by a dual licensed ENL pedagogue. These classes meet five times a week and surpass the required ENL support service hours mandated by the state by at least one hour.

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

Content area instruction is delivered in English using ENL 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 ENL 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 home languages throughout the year?

George J Ryan provides testing accommodations to ENL's, as needed in all content areas exams and, on all NYS ELA and content-area assessments (i.e., Mathematics, Science and Social Studies). Our testing coordinator makes all necessary arrangements to make these accommodations available for ENLs who need them. These testing Accommodations for LEP/ELLs students on assessments include:

- Time Extension (all exams)
- Separate Location (on state tests and extended time rooms on content area tests)
- Bilingual Dictionaries and Glossaries: All ENL's are given bilingual glossaries when taking State examinations and regular content exams. The bilingual dictionaries and glossaries may provide only direct one to one translations of words. Bilingual dictionaries and/or glossaries that provide definitions or explanations are not permitted. Bilingual glossaries in the content areas are to students at the beginning of the year in content area classes using the provided link:
http://www.p12.nysed.gov/biling/bilingual_glossaries.htm

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All ENLs are given formal assessments throughout the year in reading, writing and note taking skills. Running Records are administered (F&P BAS) four times a year formal, and informally on a monthly basis. This assessment assesses reading levels in the areas of reading comprehension, fluency and accuracy. In addition students are assessed using a running record to measure speaking fluency. As part of our partnership with the Collaborative Strategic Reading ENLs must constantly collaborate to negotiate meaning of a text through clarifying questioning. In all content areas, there has been a heavy focus on reading strategies and using accountable talk stems to ensure all students can participate in classroom discussions. During each lesson there is an accountable talk portion, literacy portion and a content vocabulary portion. This gives each content area teacher the ability to assess: speaking, reading and listening skills on a daily basis. Each unit of study in all content areas concludes with a Common Core aligned performance tasks. These tasks also take into consideration all modalities of language learning.

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

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

We have assigned qualified and trained staff (Ms. Son, Mr. Scheno, Ms Sinclair, Ms. Gluck and Mr. Satya) to manage both the initial and re-identification process of ELLs. If a student's teacher, parents and students who believe that they may have been misidentified as an ELL or non-ELL and given that they provide written request within 45 days their enrollment for our school to initiate a review of the ELL status determination, upon further review of all documents related to the initial reentry, we will administer the identification process the second time and follow Re-identification of ELL Status as stated in the ELL Policy and Reference Guide within 10 school calendar days of receipt of this written notice or request.

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

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

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

ELL-SWD are mainstreamed for ESL. The criteria we use to place our ELL-SWD in an ICT setting is based on their IEP and data collected during the students annual review meeting. At this meeting we will discuss the best setting for the student.

Chart

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

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

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

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



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

Chart

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

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

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

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

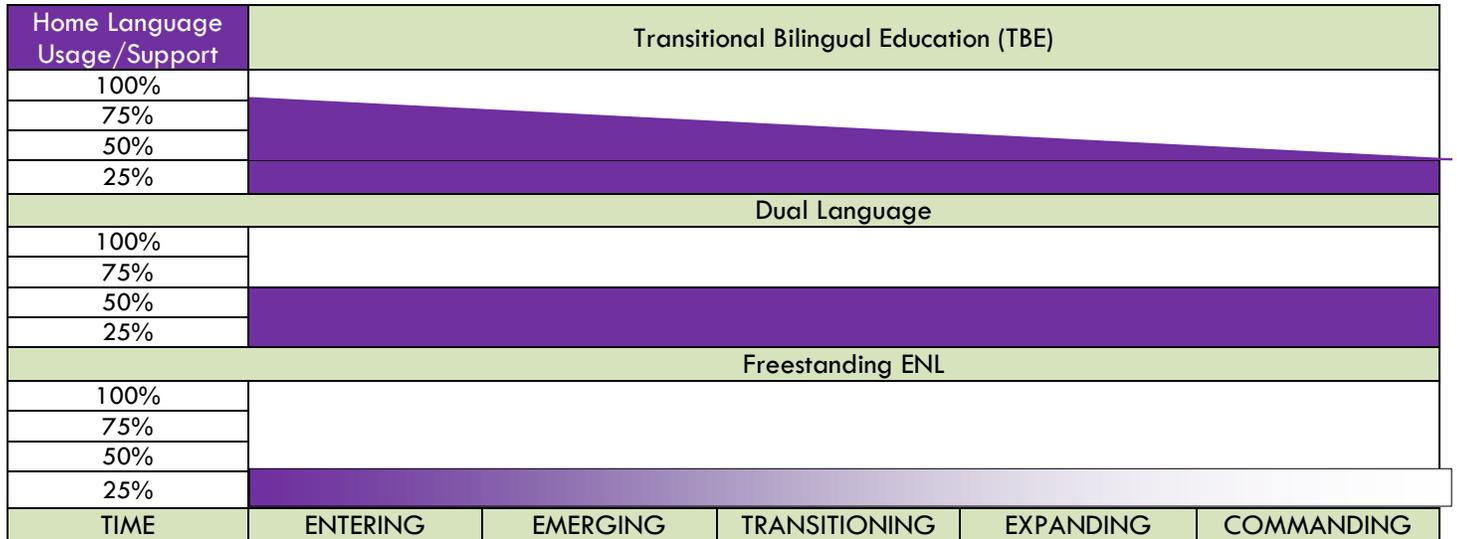


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. 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.
11. 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 2014-2015 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.
12. What new programs or improvements will be considered for the upcoming school year?
This year each teacher will use SIOPI 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. Academic Texts which are differentiated for ENLs and follow NYS/ CCLS curriculum will be purchased using Title III funds. In addition ENL teachers will be launching Collaborative Strategic Reading as a reading comprehension practice that combines two instructional elements: (a) modified reciprocal teaching and (b) cooperative learning (student strategic pairing.) These practices will be shared with all content area teachers in professional developments. 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 ENL 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.
13. What programs/services for ELLs will be discontinued and why?
No programs/services for ELLs will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Correspondence and Letters to parents and students pertaining to all school programs and supplemental services offered to ELLs have been sent out in multiple languages therefore affording equal access. We offer the following supplemental and after school services to ELLs in our building: Title III ENL/ESL program, Beacon Program, ELA and Math Test Prep classes and Saturday Chinese Language Program.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
George J Ryan is currently moving away from "traditional ESL materials" and researching a variety of instructional materials, which supports ENLs linguistic, needs as well as in their content areas. These materials should be cross-curricular in nature and Common Core aligned. ENL teachers conducted class visitations of literacy heavy content courses (ELA, Social Studies and Science) at the beginning of the year and recorded their findings in each class. The ENL team met individually with each department and shared their findings and made a suggestion for materials, which should be purchased to support each class. These materials include the Longman Social Studies series (Ancient World, Modern World, United States History) and Longman's Sciences series. The Longman series of texts are NYS standard aligned and Common Core aligned for ENLs. All ENLs especially ELL-SWD learn best through visual representations and models. The above-mentioned texts greatly support all ENL groups. Other scaffolded texts used include NYSTROM Atlas series and Teacher Created Curriculum Materials the Modern World. We have a very low population but have taken this group into consideration by purchasing the Longman ESL Literacy series as well the National Geographic Reading

Expedition series. All these materials correlate directly to the grade standards and common core standards.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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 glossaries are also provided in all native languages as provided on the NYS website. Our strongest resource at this point is our human capital in our building, the teachers whom are bilingual in multiple languages.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Our Title III after and before school program specifically targets EN, EM and SIFE ELLs. We have grade team meetings on a weekly basis to constantly assess the ELLs needs in literacy heavy classes. During these meetings lessons and student work is reviewed and the ENL team makes recommendations for specific ELL modifications. The modifications might come in the form of differentiated readings, front-loading academic vocabulary, graphic organizers or other ELL support systems. All ENLs identified ELL- SWB receive services as required by their IEP in addition to any related ENL services.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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.

19. What language electives are offered to ELLs?

All students at MS 216 including ELLs are offered Spanish as an elective.

20. For schools with dual language programs:

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

N/A:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Recommended external PD will be provided by the Office of ELLs and internal PD by Jen Albright. The ENL department through turn key PDs presented in faculty meetings and co-planning sessions will focus on Collaborative Strategic Reading (CSR). CSR is a research-validated instructional model designed to improve reading comprehension and content learning for ENLs in grades 6-11. Participants will learn to teach the core components of CSR (before, during, and after reading strategies); facilitate student-led text-based discussions; use CSR to support ENLs in heterogeneous classrooms; and plan for successful integration of CSR into existing structures (e.g., introducing strategies to students, selecting text, fine tuning strategy use, providing feedback). The content of these PDs will be implemented into different units in the contents of Social Studies, ELA and Sciences. An error analysis of NYSELAT results offered more specific insight into performance skills needing improvement among our ENLs: most notably, self-monitoring and self correcting for accurate language production, making and supporting inferences about information and ideas with reference to features in written texts, and applying learning strategies to acquire information and make texts comprehensible and to examine and interpret a variety of materials. These PDs will take place November 2-3, 2015 and turn keyed the following weeks in content department meetings for all staff members in Monday and Tuesday meetings.

The Sheltered Instruction Observation is an approach to teaching that promotes language development and content-area learning. The objective of the workshops led by Jen Albright is to help participants understand and apply the principles of the approach and use them to adapt grade level content lessons to meet their students' levels of English proficiency. Participants will learn how to create language and content objectives, plan for meaningful activities, teach and emphasize key vocabulary, employ techniques that make information comprehensible, incorporate activities that encourage peer to peer interaction to foster academic language development, and provide a comprehensive review of key concepts and vocabulary at the end of each lesson. These PDs will be led bi-monthly through out the school year and include interdisciplinary visits of all content staff members implementing this in their classrooms.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

A record of ENL professional development attendance is kept by the ENL coordinator and the Assistant Principal. Professional development is provided on and off site for teachers that serve ELLs, including special education teachers. The school's Administrative staff has received SIOP training and will continue to attend Professional Development in this area in order to support teachers during the implementation. The school's Principal, Assistant Principals, and ENL teachers 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 SIOP, Differentiation of Instruction, Aligning ENL instruction to content areas and Common Core, incorporating technology into instruction, and Use of Data to plan instruction
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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. Currently we have a partnership with a large Queens' based, high performing High School, Newcomers High School. Students who have been in the country less than four years are encouraged to apply to this school as to best serve their academic and linguistic needs.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The way MS216Q meets the professional development requirements as per CR154.2 for our ENL teachers is by conducting weekly instructional grade team meetings. At these meetings the ENL teachers with the Assistant Principal that supervises ENL look at student work, read and discuss professional literature and research best practices that we can share not just among the ENL department, but turn key to the whole staff during our Monday afternoon professional development time. Each meeting has an agenda in which each attendee signs and receives a copy of the agenda. Each meeting a designated person takes notes and is shared with the team to help inform future meetings.

C. Parental Involvement

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

Among the issues faced by our ENLs are the problems faced by their parents who, themselves, lack the ability to communicate in English. In addition, parents find it difficult to acculturate to the educational system in the USA (which, in many cases, differs markedly from other educational systems) and have many questions and concerns regarding their status as immigrants. In most instances, parents of ENLs are incapable of supporting their children's bi-cultural and academic growth because they have limited support systems in their own communities. The parent coordinator is bilingual in Chinese and English and her role is to focus, primarily, with assisting parents navigate the educational system. In addition to a bilingual parent coordinator many of our staff members are bilingual in the majority of our ENL linguistics needs. Currently we have 10 Spanish, 1 Farsi/ Arabic, 2 Hebrew, 4 Mandarin, 2 Greek, 3 Korean, and 2 Bengali speaking staff members. A staff member from each of these linguistic groups is always present at PTA, PTC, Open House and our Title III Parent Outreach workshops. Internal translation needs are currently met and if there are greater needs the DOE TNI is used.

The parental involvement aspect of the Title III program at George J Ryan Middle School will focus on addressing the above mentioned issues. Parents will be invited for parenting skills workshops, for immigration-related questions and concerns, and for ENL and computer instruction on a monthly basis. The service providers will be one guidance counselor, the parent coordinator, one ENL teacher and the AP ESL. By offering these services to parents, the school will improve the achievement of students who are participating in the supplemental Title III program. These services will be offered the second Monday of every month for 1.5 hours. The faculty member providing these workshops has had extensive previous experience working for a the community-based organization Ravenswood Family Literacy Center. Because experience has shown that the extensive working hours of our ELLs parents often does not allow for visits to the school during normal school hours, we have offered these programs on evenings and weekends to encourage attendance to meet individual needs of parents. In addition, we will be sending out forms with requests for information on the times the parents are available and will structure future workshops around that information. If necessary, we will hold multiple sessions so that all parents have an opportunity to attend the workshops.

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

We store notes about parent outreach on Skedula using the anecdotal feature. Records are also maintained in the ENL office of individual meetings with parents including and outside parent teacher conference meetings.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our parent coordinator holds a monthly Chinese parent meeting. Our Chinese parents whom make up the majority of our ELL parent population meet once to discuss school related issues

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

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

5. How do you evaluate the needs of the parents?

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

6. How do your parental involvement activities address the needs of the parents?

We base our parent involvement activities on the survey, so we provide a voice for the parents to tell us what their needs are .

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **26Q216** School Name: **George J Ryan**
Superintendent: **Danielle Giunta**

Before you begin, please check the following:

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

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

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

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

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

We consult the HLIS, student blue cards, and the student/parent demographic information that is available on Skedula. In addition, our testing coordinator runs the DNLO in order to determine the breakdown of languages spoken by our students and parents. We refer to these sources in order to determine the amount of materials needed to be translated into the various home languages for dissemination to the families. The ELL coordinator also maintains a list of school staff members who are fluent in different languages who can be called upon to translate for parents on a needs basis.

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

The major finding is that in addition to Bengali and Chinese there is a rise in the amount of materials we need translated into Korean, Russian, Urdu, Hebrew, Tagalog, Haitian. These findings were reported to the school community through registration, School Leadership Team, the Pupil Personnel Secretary and staff meetings.

Part B: Creating a Communications Calendar

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

Written translation services are provided by staff members who speak languages in addition to English and representative of the school community. Members of our staff speak: Spanish, Korean, Greek, Bengali, Hebrew, Arabic, Chinese, Urdu and Hindi. School documents of high importance are translated by staff for dissemination to school community. School correspondence in these languages is done so that all information going home to all parents/families is delivered simultaneously with that delivered in English. Documents such as school lunch forms, ENL continued Entitlement and Non-Entitlement/Transition letters, Parent Surveys, and HLIS are all available in most of the home languages that are represented at our school. In addition, we have provided all of our students with content area glossaries and word to word dictionaries so that their parents may assist the students with their school work at home. Finally, if the school documentation is crucial or vital i.e. an IEP we send those documents to the Translation and Interpretation Unit for translation and we have also used BigWord. Below are just a list of some of the documents that we disseminate every year:

- A monthly school calendar
- Report card comment code translation
- School Handbook
- IEP translation
- Parent-teacher conferences
- After school programs
- ELA/Math/NYSELAT parent workshops
- New York State testing dates
- Back to school letters
- Parent Survey

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

Below is a list of formal face to face meetings we typically have with parents

- Back to School night 9.16.15
- Parent Teacher Conferences 11.17.15 and 3.17.15
- Annual Review IEP meetings 9.9.15-6.28.15
- Tuesday afternoon parent outreach time
- Suspension Hearings
- Disciplinary Meetings
- PTA meetings the 3rd Wednesday of the Month
- High school application Day and Night presentation 10.7.15

Part C: Providing Language Assistance Services

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

Oral interpretation services are provided by school staff on an as-needed basis during school hours and at all after-hours school programs to which parents are invited. In most cases, school staff who speak needed languages will provide the translation service. If a classroom teacher is needed to interpret, an appointment with the family needing the services is made so that the appointment will not conflict with the teacher's/student's instructional time. When teachers need to call parents regarding a student's behavior or academic performance, they ask a colleague who speaks the student's native language to assist in making the phone call or they utilize the Office of Translation and Interpretation services. During parent/teacher conferences, our parent coordinator recruits volunteer interpreters for the afternoon and evening sessions. Lastly, 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 how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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.

Part D: Training Staff on Policies and Procedures

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

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.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's

Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

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

The School complies with the regulation by making sure all translated materials are ready ahead of time for dissemination at the same as those materials distributed in English. All oral interpretation services are made available whenever needed and all school functions such as orientations and meetings have interpreters in as many languages as possible at those programs. During orientations for new students, our parent coordinator, school secretary, and assistant principals all inform the parents of their rights to translation services. In addition, the poster from the Office of Translation and Interpretation services is displayed at the school safety desk and in the main office 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. Also parents are encouraged to contact our Parent coordinator who are in need of language assistance.

Part F: Monitoring and Quality Control

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

This information is gathered through the parent survey administered at the end of the year. We will also gain feedback about our services when we administer our tri-annual survey to assess the needs of the parents. Lastly, we gain feedback through informal conversations with our parents during early morning arrival and dismissal.