



**THE DAVID A STEIN
RIVERDALE KINGSBRIDGE ACADEMY**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

SCHOOL: 10X141

ADDRESS: 660 W. 237TH ST, BRONX, NY 10463

TELEPHONE: 718-796-8516

FAX: 718-796-8657

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 10x141 **SCHOOL NAME:** Riverdale Kingsbridge Academy

SCHOOL ADDRESS: 660 w 237th St, Bronx, NY 10463

SCHOOL TELEPHONE: 718-796-8516 **FAX:** 718-796-8657

SCHOOL CONTACT PERSON: Lori O'Mara **EMAIL ADDRESS:** Lomara@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Carol Cook

PRINCIPAL: Lori O'Mara

UFT CHAPTER LEADER: Christine Bertero

PARENTS' ASSOCIATION PRESIDENT: Teri Colon

STUDENT REPRESENTATIVE:
(Required for high schools) Alberita Rugova

DISTRICT AND NETWORK INFORMATION

DISTRICT: 10 **CHILDREN FIRST NETWORK (CFN):** 104

NETWORK LEADER: Bob Cohen

SUPERINTENDENT: Sonia Menendez

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Lori O’Mara	*Principal or Designee	
Christine Bertero	*UFT Chapter Chairperson or Designee	
Teri Colon	*PA/PTA President or Designated Co-President	
Carol Cook	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Roxanne Vrettos	DC 37 Representative, if applicable	
Drew Skalski	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Alberita Rugova	Student Representative	
Kathy Gilson	CBO Representative, if applicable	
Faye Landsman	Member/teacher	
Marie Guillame	Member/parent	
Lydia Silverman	Member/parent	
Velma Allen	Member/teacher	
Esther Dattey	Member/teacher	
Edan Segal	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

R.K.A. Vision Statement

We at the Riverdale/ Kingsbridge Academy envision...

...**independent students** who engage in a variety of activities and are open to new opportunities both before and after graduation. We see them becoming responsible, accepting, and well-rounded individuals. We see scholars, athletes, authors, performers, activists, humanitarians, and artists. We see students committed to their own learning and serving their communities. We encourage them to learn, lead, and live a life of fulfillment.

...**collaborative teachers** rich in content knowledge who are committed to helping each child learn. We see our teachers at the forefront of our children's education challenging and supporting every child in the school. Our teachers communicate with students, parents, school leaders, and one another as we support their endeavors to develop their practice and the school. By including staff members from a variety of backgrounds we seek to model diversity and develop leadership from within.

...our **parents** as integral to the education process. Active contributors to the school with their time and various resources, they participate in organizational and curricular committees and are valued as members of our school community. As advocates for students, parents are welcome in the school at meetings, functions, and in the classroom; our parents are our most ardent supporters.

...a responsive and supportive **community**, one that values the work of the school and contributes to the school's goals. Our school grew from the needs and desires of this community and seeks to reflect the values and people that characterize this diverse neighborhood.

...a school community that learns from ourselves, our neighbors, and our experiences.

Mission Statement

The David A. Stein Riverdale Kingsbridge Academy (MS/HS 141) is committed to providing a rigorous curriculum in a community-based environment, offering a comprehensive liberal arts and science program that exceeds New York State standards and takes advantage of the rapidly expanding technological opportunities of the information age.

We seek to create an atmosphere that will challenge all students to become creative, independent, critical thinkers and foster a life-long love of learning. We encourage students to accept the risks and rigors of academic life in order to achieve mastery in a variety of disciplines including intellectual, artistic, physical, moral and emotional development.

As a six through twelve college preparatory school, the Riverdale Kingsbridge Academy provides students with the skills needed to achieve their potential through a variety of learning styles and demonstrate a mastery on standardized and performance assessments. The middle school component will prepare students for the demands of a rigorous high school education. The high school component will offer students a viable alternative to selective high schools throughout the city. The school will offer maximum opportunities for enrollment in accelerated courses.

The Riverdale Kingsbridge Academy reflects and celebrates the diversity of the community it serves. It will provide Honors programs for students to accelerate, and support programs for English Language Learners and students in Special Education. Toward this end, we seek partnerships with local institutions including our colleagues in academia. At the center of this collaborative effort is our teaching staff and administrators, the educational professionals who lead our children,

parents and community in the quest to nurture and strengthen local public education.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:	Riverdale / Kingsbridge Academy (Middle School / H)									
District:	10	DBN:	10X141	School BEDS Code:	321000011141					
DEMOGRAPHICS										
Grades Served:	Pre-K		3		7	√	11	√		
	K		4		8	√	12	√		
	1		5		9	√	Ungraded	√		
	2		6	√	10	√				
Enrollment					Attendance - % of days students attended:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	0	0	0		93.5/91.6	94.6/ 91.1	TBD			
Kindergarten	0	0	0							
Grade 1	0	0	0	Student Stability - % of Enrollment:						
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 3	0	0	0		96.4	96.6	TBD			
Grade 4	0	0	0	Poverty Rate - % of Enrollment:						
Grade 5	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Grade 6	223	237	215		38.1	38.1	51.9			
Grade 7	220	221	230	Students in Temporary Housing - Total Number:						
Grade 8	210	226	222	(As of June 30)	2007-08	2008-09	2009-10			
Grade 9	163	165	199		0	18	TBD			
Grade 10	181	168	158	Recent Immigrants - Total Number:						
Grade 11	107	127	139	(As of October 31)	2007-08	2008-09	2009-10			
Grade 12	127	132	137		13	14	5			
Ungraded	1	2	2	Special Education Enrollment:						
Total	1232	1278	1302	(As of October 31)	2007-08	2008-09	2009-10			
					13	14	5			
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
# in Self-Contained Classes	39	53	64	Principal Suspensions	227	281	TBD			
# in Collaborative Team Teaching (CTT) Classes	21	25	22	Superintendent Suspensions	17	17	TBD			
Number all others	101	118	114	Special High School Programs - Total Number:						
These students are included in the enrollment information above.					(As of October 31)	2007-08	2008-09	2009-10		
				CTE Program Participants	N/A	0	0			
English Language Learners (ELL) Enrollment:					Early College HS Program Participants	0	0	0		
(BESIS Survey)	2007-08	2008-09	2009-10							
(As of October 31)	2007-08	2008-09	2009-10	Number of Staff - Includes all full-time staff:						
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
# in Dual Lang. Programs	0	0	0	Number of Teachers	86	84	TBD			
# receiving ESL services only	95	77	71							

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	9	27	Number of Administrators and Other Professionals	23	23	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	15	7	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	70.1	77.6	TBD
				% more than 5 years teaching anywhere	60.9	64.7	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	85.0	84.0	TBD
American Indian or Alaska Native	0.6	0.5	0.5		94.4	96.1	TBD
Black or African American	13.2	13.1	13.5				
Hispanic or Latino	47.3	48.3	49.7				
Asian or Native Hawaiian/Other Pacific Isl.	10.2	10.4	9.0				
White	28.6	27.3	26.4				
Male	49.7	50.2	51.4				
Female	50.3	49.8	48.6				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
				√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	√			ELA:		√	
Math:				Math:			√
Science:	√			Graduation Rate:			√
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			Progress Target
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	√	√	√	√	√	√	
Ethnicity							
American Indian or Alaska Native	-	-	-	-	-	-	
Black or African American	√	√		-	-	-	
Hispanic or Latino	√	√		√	√		
Asian or Native Hawaiian/Other Pacific Islander	√	√	-	-	-	-	
White	√	√		√	√		
Multiracial	-	-					
Students with Disabilities							
Limited English Proficient	√	√	-	-	-	-	
Economically Disadvantaged	√	√		√	√		
Student groups making AYP in each subject	8	8	1	4	4	1	
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	B/A			Overall Evaluation:	√		
Overall Score:	63.2/ 89.4			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data	√		
School Environment:	6.4/ 7.8			Quality Statement 2: Plan and Set Goals	W		
(Comprises 15% of the Overall Score)				Quality Statement 3: Align Instructional Strategy to Goals	√		
School Performance:	17.1/ 20.8			Quality Statement 4: Align Capacity Building to Goals	W		
(Comprises 25% of the Overall Score)				Quality Statement 5: Monitor and Revise	W		
Student Progress:	35.2/ 48.8						
(Comprises 60% of the Overall Score)							
Additional Credit:	4.5/ 12.0						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/hyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

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

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

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

MS ELA- Although our performance numbers are consistently high (2007 69.8%; 2008 67.8%; 2009 75%, 2010 49%), we have work to do in our progress measures (2007 54.5% and 2008 42.9% and 2009 49%) and growth percentiles 63. We need to help students achieve at higher growth percentiles while they attend our school. Our eighth graders performed and progressed particularly poorly this year although they performed better than the city average.

MS Math-Our performance and progress numbers have increased dramatically over the past few years. 42.9% of our students made progress in 2007 and 52% of our students made progress in 2008 and 65% made progress in 2009. In 2010 52.6% of our students achieved proficiency, which is actually comparably lower (compared to the city average) than the ELA performance. Our progress levels increased from 58.4% in 2007 to 78% in 2008 to 82% in 2009. In 2010 our students' progress fell in the 60th percentile.

Our graduation rate in 2007 was 84.2%. In 2008 it increased to 87.7% for the 2008 Cohort, and for the students who began the year as seniors it increased to 88.8%. Cohort K, graduation class of 2009, achieved a June graduation rate of 82.5%. Cohort L, graduation class of 2010 achieved a June graduation rate of 87%. This number actually represents progress as we projected only 75% when we began the year in 2009. Our school has done well in credit accumulation. Our 2007 #'s were 80.6% first year, 76.5% second year, and 84.4% third year. Our 2008 numbers are 91.7% first year, 91.5% second year, and 91.3% third year. Our 2009 numbers are first year 79.4%, second year 84.4% and third year 87.4%. In 2010 79% of our first year students earned 10 credits, and 78% of our second year students did.

Our Regents results overall:

	This year's June results (2010)		Last year's June results (2009)	
	% of students earning over 55	% of students earning over 65	% of students earning over 55	% of students earning over 65
ELA	89	86	93	85
Spanish	99	95	100	100
Global History	71	62	78	76
US History	90	84	91	87
Geometry	81	49	98	78

Math B	33	8	33	27
Integrated Algebra	82	72	89	77
Algebra 2/Trig	62	42	Not offered	
Physics	89	89	64	29
Living Environment	86	82	94	82
Earth Science	88	76	86	78
Chemistry	77	69	83	62
The shaded boxes indicate maintenance (+/- 5 pts) or improvement on last year's passing rates.				

Some trends that can be identified here are:

A sizable slump in Global History results- this represents the lowest Regents Progress Rate on the HS Progress Report.

A general slump in HS Math overall- although it worked out well for us on the HS Progress Report.

Consistently high results in Science and ELA- although the ELA portion of the HS Progress Report indicates that we are only just barely making progress with our students.

Our School Quality Review this year indicated that some areas for improvement include:

- Deepen teachers' use of data to further develop teacher pedagogy in differentiating instruction to provide multiple entry points for all students.
- Review the use of teacher time to support their participation in teacher teams to engage in common planning, and use an inquiry approach that promotes shared leadership and focuses on improved student outcomes.
- Establish greater consistency in systems to provide feedback to parents and students on student progress and their next learning steps.
- Refine action planning by developing interim goals with clear benchmarks for all plans so that progress can be measured, adjustments made and success evaluated.

Some of our greatest accomplishments of the past few years include development of our human resources and development of our academic and extra curricular offerings.

The school's reputation has improved and is now attracting quality teachers and support staff. Our faculty is growing professionally because of the influx of new members. We are developing leaders from within our midst. Also we have formalized our committee and shared decision-making structures. Our formal Inquiry Teams have expanded from ELA and Math Teams to Science and Social Studies Inquiry Teams. As part of our Circular 6 Assignment we are offering Shared Planning, formalizing our development of teacher planning teams. Our Literacy Coach has an ongoing team of content area teachers meeting to discuss differentiated instruction and what it means across all subject areas. We have increased the number of guidance counselors who are in turn able to personalize vocational and educational assessments. We have licensed special education teachers providing support to students with disabilities. The number and frequency of department and grade level meetings have increased both formally and informally. Last year we took great strides towards becoming a school practicing differentiated instruction based on student goals.

We offer more Advanced Placement courses than ever and are currently expanding our repertoire of electives. We have made adjustments to our curriculum that truly differentiate our honors courses and reflect higher standards all around, as well as the ever changing state mandated curricula in math and science. Our honors policy has been revised and implemented fairly to all applicable students and we are using heterogeneous grouping in our non-honors classes. The rigor of our high school classes continues to grow. Our Course Guide helps parents and students evaluate what courses students

would like to take and spells out the graduation requirements. We have added Advanced Placement courses for our underclassmen and now require freshman to complete a semester-long research course. All of our high school students are required to complete an ELA Summer Assignment which is counted as their first grade and prepares them for the year ahead. All middle school students have summer assignments as well. Departments in every content area have developed Tracking Sheets to evaluate and track the progress of all students though out the year. These are used as a mechanism to track formal data (uniform midterms and finals), predictive, PSAT grades, as well as classroom exams. A high percentage of our teachers are using SNAP Grades, which has proven to be a great communication tool between teachers, parents and students. In addition to communicating through SNAP Grades, each teacher sends home a monthly blurb to inform parents as to what is going on in their class. Our high school graduation rates are increasing. Our academic programs are enhanced by extra curricular activities such as a school newspaper, full range of athletics, and a variety of artistic activities. Our athletic department has had an extraordinary amount of success this year with our boys' team winning the city championship in baseball.

Barriers:

Some of the barriers we have in developing our school stem from the current budget cuts which face our school. Although we recently were designated as a Title I school, this did little to alleviate budget shortages. We have identified a need for a dedicated grant writer to help bring in dollars from private funding sources. The budget reductions have also led us to create a very tight program which leads to fewer opportunities for small group instruction to target lower performing students.

Professional development opportunities in the school although available, are somewhat limited. We have the human resources, but lack the time to meet regularly. We have added common prep time to the teachers' schedule although dictating the use of such time violates the UFT contract. To assist us in putting teacher planning into effect, we have eliminated homerooms for this year and encouraged our teachers to choose Shared Planning as their Circular 6 assignment.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Our annual goals include:

1. **By June 2011 we will reduce the number of students in grades 6-8 scoring below the 50% Growth Percentile in ELA from 39% to 32% as reflected in ATS**
2. **By June 2011 we will reduce the number of middle school students scoring below the 50% Growth Percentile in Math from 44% to 39% as reflected in ATS**
3. **By June 2011, 90% of teaching staff will be involved in Common Planning/Inquiry work**
4. **By June 2011 we will increase credit accumulation of 9th and 10th graders by 5% over 2009-10 figures. For 2010-11 9th graders our goal is 84.6%. For 2010-11 10th graders our goal is 83.2%.**
5. **By June 2011 we will increase rigor in classrooms by aligning 50% of the unified assessments to the new Common Core State Standards**

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>1. By June 2011 we will reduce the number of students in grades 6-8 scoring below the 50% Growth Percentile in ELA from 39% to 32% as reflected in ATS.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The Instructional Assistant Principal for this department is TBD based on a late vacancy. Beginning in August 2010, Ms. Tramantano, our Literacy coach, will review and distribute curriculum and pacing calendars for each grade prior to school opening.</p> <p>Ms. Tramantano will guide work of Common Planning team to devise practical and appropriate periodic assessments. Periodic (formative) assessments will be used as a measurement in September, December, February and April. Teachers will track student progress and report this back to Ms. Tramantano. Ms. Tramantano will prepare an evaluation of student and class progress to be reviewed by the principal in Oct, Jan, March, and May. When the final results come in for the 2010-11 school year, Ms. Tramantano will correlate the progress tracking tools to the final data to determine efficacy. In particular we will be focusing on percentage gains that students are making and comparative data across classes and individual students. We will be sharing best practice of very successful teachers and students with others in the school.</p> <p>By mid-October each teacher will meet with the data specialist, Sheilagh Lustig. She will disseminate information about how students in a teacher’s previous classes performed on key standards, how the grade as a whole performed on key standards, and how a teacher’s current students performed on key standards.</p> <p>Ms. Tramantano and a teacher leader will lead the work of the Inquiry Team in MS ELA. This group will meet bi-monthly during Faculty Conference periods. The focus of the group is</p>

	<p>improving the scores of the writing cluster based on data analysis.</p> <p>Ms. Tramantano will regularly visit classes (each class 2x per week) and conduct demonstration lessons in voluntary departmental meetings Sept – June. Ms. Tramantano will develop a standardized lesson plan format/ lesson flow which teachers will be expected to follow. This should be accomplished by October 2010.</p> <p>Ms. Tramantano will continue the collection of ELA work for portfolios. Portfolios should include periodic assessment data, classroom assessment data, and examples of benchmarks, especially those in writing.</p> <p>RCC- our CBO- will support this work with an afterschool academic enrichment program with targeted support to underperforming students.</p> <p>Creation of 6th and 7th grade ESL/ELA classes led by a licensed ESL teacher, Ms. Bellom, will accommodate instructional mandates while providing more appropriate support to ELLs. This class will be co-taught with another ELA teacher.</p> <p>Selection of test prep materials by members of the ELA department. Purchase of materials out of GSF funds.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>The school has designated the bi-monthly Faculty Conferences for Inquiry Team work. Other voluntary “common planning” sessions are also available. Reprogramming in November will accommodate this as well as reestablishing homerooms.</p> <p>Purchase of materials out of GSF funds.</p> <p>Another strategic change that the school is undertaking is the designation of 2 APs as Instructional and 2 as Organizational. Although it costs the same for the school, designating the leaders to these key areas will allow them to focus more on the particular issues of each area.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>October- Principal will meet with Ms. Tramantano to discuss lesson plan format October- Ms. Tramantano will present Principal with data analysis of baseline assessment In Jan, March, and May, Ms. Tramantano and Principal will review data analysis of periodic assessment. At each interval we will be looking for 39% of students to be making progress or .7 proficiency levels.</p>

	<p>of benchmarks.</p> <p>RCC- our CBO- will support this work with an afterschool academic enrichment program with targeted support to underperforming students.</p> <p>Selection of test prep materials by members of the Math department. Purchase of materials out of GSF funds.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>The school has designated the bi-monthly Faculty Conferences for Inquiry Team work. Other voluntary “common planning” sessions are also available. Reprogramming in November will accommodate this as well as reestablishing homerooms.</p> <p>Purchase of materials out of GSF funds.</p> <p>Another strategic change that the school is undertaking is the designation of 2 APs as Instructional and 2 as Organizational. Although it costs the same for the school, designating the leaders to these key areas will allow them to focus more on the particular issues of each area.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>October- Principal will meet with AP Mohan to discuss lesson plan format November AP Mohan will present Principal with data analysis of baseline assessment In Jan, March, and May, AP Peters and Principal will review data analysis of periodic assessment. At each interval we will be looking for 44% of students to be making progress of .7 proficiency levels</p>

Subject/Area (where relevant): MS/ HS

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>3. By June 2011, 90% of teaching staff will be involved in Common Planning/Inquiry work</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>March/ April 2010 Principal meets with UFT consultation committee and staff members to develop Common Planning as a Circular 6 option. May 2010- faculty selects Circular 6 options July 2010- programmer, Sheilagh Lustig, prepares schedule with faculty preferences in mind August 2010-Mohan and Tramantano design goal setting process, benchmarks, and record keeping for groups September 2010- groups begin to meet, identify leader, review data, and set goals (due by end of September to instructional AP).</p> <hr/> <p>October- recanvass staff to determine how common planning is progressing</p> <p>Early November- Ms Lustig to create new program for the MS based on feedback.</p> <p>New schedule reinstates HR, moves IQT work to Faculty Conference times, and grade and subject area “common prep” time. Agreement with UFT that members will attend 1 common prep session per week (2 of those per month are led by admin).</p> <p>Highlight Teacher Leaders as leaders for IQT. IQT groups form in early November. Decemer identify populations and collect data. January/ February implement interventions as determined by each group. March- reassess students. April/ May implement interventions as determined by each group. June- reassess students</p> <p>Admin visits with each group monthly to track progress.</p> <p>Staff survey in March to determine efficacy of group and collect feedback.</p> <p>May- SBO to use 371/2 minutes next year for IQT.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Development of common planning will have large implications for the schedule of the school. It is imperative that we collect preferences before we begin scheduling classes to ensure that interested parties are given the opportunity to participate. Abolishing homerooms is necessary to make this plan work. That act alone requires reconfiguration of the schedule and the support of staff and families. That work was begun in April 2010 and reassessed in October. Reprogramming has become necessary.</p> <p>We also needed to secure lockers for our senior class to secure their coats. This was done by our DSF liaison.</p> <p>Fiscally this will not cost us any money as the staff time used for this is already incorporated into the teachers' schedules.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Admin visits with each group monthly to track progress using standardized form.</p> <p>Staff survey in March to determine efficacy of group and collect feedback. In June each staff member will complete a reflection of work.</p> <p>“Common prep” teams and IQTs will also maintain binder, attendance sheets, and samples of student work related to study.</p> <p>Intervisitation forms (which are related to IQT) will be collected and cataloged by Instructional APs.</p>

Subject/Area (where relevant): HS

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>4. By June 2011 we will increase credit accumulation of 9th and 10th graders by 5% over 2009-10 figures. For 2010-11 9th graders our goal is 84.6%. For 2010-11 10th graders our goal is 83.2%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We (Principal, counselors, AP Shulman) will regularly review scholarship data. Reviews will take place after each marking period (6x a year)</p> <ul style="list-style-type: none"> • Written communication with guidance counselors including agendas from meetings • Agendas from Grade Level Meetings • Agendas and notes from IST meetings • Promotion in Doubt letters mailed home and filed in student files • Course catalog will reflect changes in programming • Agendas and presentations from faculty conferences where data is discussed • Conference logs of teacher conversations maintained by APs <p>Our Aventa and extended day programs generate opportunities for credit recovery</p> <ul style="list-style-type: none"> • Projection lists from counselors • Registration forms for Aventa or 9 period days • Aventa and extended day rosters disseminated to all, hallway talk • Attendance reports for Aventa and extended day • Scholarship reports for Aventa and extended day • Aventa policies • Grades and credits earned submitted directly to the principal <p>Differentiated Instruction in classes</p> <ul style="list-style-type: none"> • Agendas and conference notes from conferences • Mentoring schedules and logs for teachers in need • Classroom observation and review of lesson plans through the informal and formal observation cycle indicate differentiated instruction. <p>Communication of expectations</p> <ul style="list-style-type: none"> • Via Weekly Emails from Principal • Faculty conferences • Grade level meetings

	<ul style="list-style-type: none"> • In-class lessons on credit accumulation and graduation requirements by counselors • Assemblies for students • Parent meetings <p>Guidance/ Social work support services</p> <ul style="list-style-type: none"> • Provided by RKA and RCC • Push into existing Math classes and lunch program
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Creation of a 9 period day available for some students who need it, namely under-credited or SETTS students- various teachers TBD RCC and RKA have partnered to combat attendance issues and prevent drop outs. AIDP funds, no cost to school. Aventa program is already paid for in 2009-10; however staffing of course will come from partnership with RCC. Incentives and social work support will also come from RCC Clerical supplies will be funded out of minimal supply budget (ZJOC) Repairs and replacement of computer equipment (Z6AX, Z6AU) Computer technician to assist with implementation of Aventa program (GE16G) High School Counselors (G2OXA, GEUE5, DQ8GR) AP High School Org (DE403)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Review of credit accumulation at the end of marking periods 2/3 and 5/6 will indicate progress. In January 2011 our (mid-point) goals are:</p> <ul style="list-style-type: none"> • 1st year 84.6% earning 5 + credits by Jan 11. • 2nd year 83.2% earning 5 + credits by Jan 11.

Subject/Area (where relevant):
MS/HS

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>5. By June 2011 we will increase rigor in HS ELA classrooms by aligning 50% of the unified assessments to the new Common Core State Standards</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>August 2010- June 2011 Instructional Leadership team attends trainings on CCSS. September 2010- Ms. Tramantano introduces staff to new Common Core Standards. November 2010- Staff engages with CCSS by drafting lessons. October- June – ELA IQTs and Common Prep teams revise unified assessments for January and June to reflect CCSS.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>CCSS training provided by the network team. Faculty members are together at Faculty Conferences 2 times a month at no additional cost to the school.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>In December and May, APs will review unified assessments. In December 25% HS's unified assessments should be aligned to the CCSS, 50% of half of the school's assessments should be aligned to the CCSS by May.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	51	28	51	51	45	0	15	2
7	78	40	48	48	53	0	17	2
8	63	45	50	50	49	0	14	3
9	38	52	64	64	84	0	18	8
10	67	52	46	42	27	0	10	15
11	43	64	51	41	62	0	6	20
12	19	21	10	22	48	0	8	12

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	CTT classes with differentiated instruction during the school day; Rally!, Reading Fundamentals, REWARDS small group instruction during the school day; PM School/ Aventa for high school. Additional support provided through partnership with RCC. Cross grade (HS/MS) tutoring and 9 th grade Focus Group
Mathematics:	CTT classes with differentiated instruction during the school day; Math Coach series, Prentice Hall Skills program, AIM Higher NY, Write Math, Math Navigator – small group instruction during the school day; Math Fundamentals during the school day and PM School / Aventa for high school. Additional support provided through partnership with RCC. Cross grade (HS/MS) tutoring and 9 th grade Focus Group after school
Science:	CTT classes with differentiated instruction during the school day; Small group after school support through our CBO, Riverdale Community Center; additional push-in support during the day as needed; PM School for high school. Make up labs offered to students who are deficient. Cross grade (HS/MS) tutoring and 9 th grade Focus Group after school
Social Studies:	CTT classes with differentiated instruction during the school day; Small group after school support through our CBO Riverdale Community Center; additional push-in support during the day as needed; PM School/ Aventa for high school, Cross grade (HS/MS) tutoring and 9 th grade Focus Group after school
At-risk Services Provided by the Guidance Counselor:	1:1 and group sessions that include drop out prevention services, anti-bullying programs, young men’s and young women’s groups, lunch bunches, and conflict resolution; referrals to IST or CSE; family meetings and referral to outside agencies as needed, RCC supports an on site counselor 2x a week. Conflict Intervention Team/ Behavioral Intervention Team supports students daily during school hours. SAPIS worker to address alcohol and drug use during school. SAPIS worker addresses concerns of GLT community
At-risk Services Provided by the School Psychologist:	Psycho-ed evals conducted, Conflict Intervention Team/ Behavioral Intervention Team supports students daily during school hours.
At-risk Services Provided by the Social Worker:	Home visits; communications with ACS; referral and accompanying to outside agencies including YABC, Job Corps and others, 1:1 and group sessions that include anger management and a bereavement group

At-risk Health-related Services:

On site health center provides referrals to outside agencies, condom distribution, designated adults to handle specific issues (ie. Pregnancy, AIDS)

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 6-12 _____ Number of Students to be Served: _____ 55 _____ LEP _____ 10 _____ Non-LEP

Number of Teachers _____ 4 _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The 2010 Progress Report indicates that ELLs in our school make less than average progress and tend to remain on Levels 1 and 2. In addition we have received a large number of low-functioning ELLs in our 6th grade in 2010. Students in grades 6-8 participate in an after school program led by ELL and general education teachers designed to build vocabulary, reading and writing skills. Program serves 30 students on average with 2 teachers, two times a week for one hour each day. The program runs from November to May. Math skills are addressed within this format as well.

The 2010 HS Progress Report also indicated that ELLs in our HS struggle with credit accumulation. We are now offering a homework help center staffed by an ELL teacher to assist students in homework completion, a key factor in credit accumulation. This program is offered afterschool for one hour a day, two times a week. 15 students attend this program.

A Regents Prep program is offered to ELL students for Global History and ELA, two areas where the school struggles. This program serves 10 ELLS and 10 proficient students. It is offered 2 times a week for 6 weeks prior to each Regents testing period. This class is led by a licensed bilingual special educator.

Multi-cultural program for ELL students- This after school program will engage ELL students in a collaborative sharing and learning of other cultures as well as their own. The group meets for a total of 20 sessions, after school two times a week Mondays and Thursdays from (2:30-4:30 PM). The program began November 30 and culminates with a performance for our entire school and community on March 5. Students prepare multi-media presentations that include speeches, dance, song, and artwork and perform these for large assembly-style groups. Students also engage in reflective writing exercises throughout the process. The group is conducted in English and is run by a licensed ESL teacher. A large group of students (30-40) in grades 6-12 participate in this group and we have found this to be one of our most popular activities in school that makes ELL students feel included and boosts their conversational use of the English language.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional development sessions will be devoted to ELL services and will include the following: student goals setting around performance data, integrating strategies into daily instruction which focus on all four literacy components, reading writing, listening, speaking, differentiated instruction, the writing process, the use of rubrics for assessing student progress in grade level literacy performance standards, and analysis of student performance data to identify instructional needs of students Some of the topics and tentative dates include: Creating Meaningful Interim Assessments to Track Student Progress, January 14, 2010; Effective Reading Strategies of ELLs, February 11, 2010 and Integrating Reading and Writing Lessons for English Language Learners, March 4, 2010. These professional development sessions are for the ELL teachers but will be open to teachers of other subjects.

We also provide professional development in ELL strategies to all teachers so that they can be incorporated into mainstream classes. For example during monthly Faculty Conferences all teachers learn strategies such as “Novel Ideas Only,” pre-teaching key vocabulary, and annotating reading texts. These are strategies popularized by QTEL. They are communicated to teachers via Assistant Principal for English Language Learners. As a

result of our work with teachers, we expect the following strategies in their classes: using Collaborative Dialogue Writing to Develop responses to texts, Language Modeling- to building student oral expression of content in the English language and using graphic organizers to compartmentalize relevant facts and details for use in extended response.

ELL teachers regularly (approx 3-4 times per year) are sent to off-site professional meeting through BETAC.

Section III. Title III Budget

School: 10x141 BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$12,472	250 hours of per session for ESL and General Ed teacher to support ELL Students: 250 hours x \$49.89
Purchased services - High quality staff and curriculum development contracts.	\$500	Conference fees
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$2,028	(Example: Headphones, Book Bins, Leveled Books, Regents Review Books, test prep books ELA/Math)
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - a. Reports from ATS which outline students' home language as well as the Home Language Survey is used to identify language spoken in the home of our students so the appropriate translation of parent correspondence is provided to parents. We have 39 languages in total, but there are 8 main ones (Spanish, Korean, Chinese, Russian, Urdu, Albanian, Bengali, Arabic). After reviewing the Emergency Blue Cards, it is also evident that parents prefer communication in English for the majority (90%). The other language that is requested is Spanish so that we can meet the needs of another 5%. We provide a caption at the close of all communication in the most popular languages mentioned above that indicates how parents can have documents translated. Chancellor's regulations and drafted letters are accessed from the DOE in English and the other language for which it had been translated for distribution to parents who speak the related language. This information is shared with the community in nearly every publication we create about our school (pamphlets, video, PA documents, etc.)
 - b. The data is also used to identify the language translators need to assist for communication information to parents at Individualized Education Plan meetings, Parent-Teacher conferences and ESL information sessions scheduled for parents.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
 - a. The Home Language Aggregation report and the Place of Birth report were used to identify the language needs of our students' families.
 - b. Our finds reviewed the following languages other than English to be predominate within our school community: Spanish (363), Albanian (46), Russian (23), Bengali (19), Korean (18), Urdu (11), Arabic (10), Chinese (8), and Greek (8)
 - c. The principal communicated to faculty and staff via faculty conference the diverse ethnic groups in which we serve and their percentage in comparison to our total population.

- d. In addition in advance preparation for parent-teacher conferences, the school administration informs all personnel in writing where and to whom they can go parents can go for translating services within our school. School makes extensive use of the Department of Education's Translation and Interpretation Unit to support our needs.
- e. Translations of documents communicating our mission statement, promotional standards, grading policies and student activities are available in our Parent Coordinator's office in English, Spanish, Korean, Russian, and Albanian.
- f. Our School Leadership Team also collaborates with the principal to inform parents/guardians of these services so families can stay abreast of new developments within our school.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 - g. Spanish translations of the items in our Opening Day Student Packets will be provided to all families. In order to achieve this, we have made extensive use of the Department of Education's Translation and Interpretation Unit. We also have translations of our Student Planner text, which outlines vital information such as promotional standards, our mission statement, student transportation and student activities. These translations are available in our Parent Coordinator's office in English, Spanish, Korean, Russian, and Albanian.
 - h. Student needs and service adjustments which need to be communicated to parents will be identified by the supervising Assistant Principal.
 - i. The supervisor will assess which language translations are needed so details about services to students can be communicated to parents in a timely manner. If the students being affected are Spanish speaking only, an in-house translator (member of school staff) will be used to communicate these details in writing and orally when necessary.
 - j. If other language translations are needed, we will reach out the neighboring schools for persons with skill who can assist in our translation needs and use an outside vendor when this is not possible.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
 - In the case of Parent/Teacher Conferences an outside vendor is hired to provide translation services in the three languages represented in our student body: Albanian, Russian, Bengali, Korean, Urdu and Chinese.

- We also have these in house translators:

Spanish

- Aurea Santiago, Family Worker
- Catherine Benitez, Social Worker, SBST
- Elizabeth Landau, School Aid

Korean

- Jennifer Oh, Guidance Counselor

Albanian

- Vicky Mekuli, Student
- Daniel Skreli, Student

Hebrew

- Amit Kashi, Teacher

Czechoslovakian

- Paula Zelazny, Secretary

Russian

- Paula Zelazny, Secretary

French

- Johanna Tramantano, Coach

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
 - RKA – MS/ HS 141 provides all parents whose primary language is a covered language and require language assistance services, a copy of the Bill of Parents Rights and Responsibilities which outline their rights to translation and interpretation services.
 - Our school will also post in specified locations the languages for which translation and interpretation services are available in those languages.
 - Our School's Safety Plan has outlined the procedures for ensuring non-English speaking parents are not prevented from reaching the school's administrative offices.

- Parents who wish to receive interpretation services are informed in writing that they can contact our school at any time during the school day to notify the Principal or Assistant Principal for their child's grade that such services are needed.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		\$958,847	\$958,847
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$9,588	\$9,588
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%

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

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Title I Parent Involvement Policy and Parent-School Compact for Riverdale Kingsbridge Academy MS/HS 141

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore THE DAVID A. STEIN RIVERDALE/ KINGSBRIDGE ACADEMY MS/HS 141's [*in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act*], is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. THE DAVID A. STEIN RIVERDALE/ KINGSBRIDGE ACADEMY MS/HS 141's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. THE DAVID A. STEIN RIVERDALE/ KINGSBRIDGE ACADEMY MS/HS 141 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

THE DAVID A. STEIN RIVERDALE/ KINGSBRIDGE ACADEMY MS/HS 141's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the THE DAVID A. STEIN RIVERDALE/ KINGSBRIDGE ACADEMY MS/HS 141's Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent 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 DAVID A. STEIN RIVERDALE/ KINGSBRIDGE ACADEMY MS/HS 141 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student's academic skill needs and what parents can do to help.

THE DAVID A. STEIN RIVERDALE/ KINGSBRIDGE ACADEMY MS/HS 141 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center 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; and
- 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;
- Develop email distribution list;
- Communicate with families using email, backpacks, and mailings;
- Have teachers update parents on curriculum monthly;
- Conduct mini-surveys of parents periodically throughout the year;
- Develop staff use of Snapgrades;
- Utilize Parent Workshops for curriculum nights or developing parent capability to use ARIS and Snapgrades;
- Provide translation services as necessary;
- Maintain school website;
- Distribute course syllabi to parents via email and hard copy;
- Conduct parent meetings with guidance counselors, deans, teachers, administrators as necessary;
- Include parents in other school committees such as Accreditation and Safety;

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

THE DAVID A. STEIN RIVERDALE/ KINGSBRIDGE ACADEMY MS/HS 141, *[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. THE DAVID A. STEIN RIVERDALE/ KINGSBRIDGE ACADEMY MS/HS 141 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week);
- distributing staff contact information (email addresses and phone messaging service)

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

Parent/Guardian Responsibilities:

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

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share responsibility for the improved academic achievement of my child;
- attend conferences with educators as needed
- Provide up-to-date contact information to the school
- Complete mini- surveys periodically throughout the year
- Attend Parent Workshops and implement strategies
- Make my translation needs known
- Speak with my child about what he or she is learning in school
- Review tests and assignments with my child

Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;

- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn
- attend and participate in support services as necessary

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Lori O’Mara to Teri Colon, Parents’ Association President on November 1, 2010.

This Parent Involvement Policy was updated on November 8, 2010.

The final version of this document will be distributed to the school community on December 6, 2010 and will be available on file in the Parent Coordinator’s office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school’s CEP and filed with the Office for Family Engagement and Advocacy.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

Pages 12-14

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

Pages 16-25

3. Instruction by highly qualified staff.

100% of our staff is highly qualified. We have 2 first-year teachers who is being mentored by 2- content specific – 7 year veterans.

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

We provide in-house professional development to staff members via 3 Department Assistants. ESL teachers attend sessions at BETAC. Paraprofessionals attend UFT sponsored sessions. Teachers attend off-site training and participate in inter-visitations and learning walks throughout the school. Administrators work with network team to develop leadership capabilities.

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

n/a

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

Pages 37 through 46

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

n/a

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

100% of our teachers participate in Teacher Inquiry Team work in many different topics of their choosing. Information learned in these groups is used to make decisions. Teachers also use data to track progress of students. See pages 16-25

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

Pages 16-25

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

n/a

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
--------------	--	---	--	---

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal			x			
Title I, Part A (ARRA)	Federal	x			\$949,258	x	17-25
Title II, Part A	Federal			xx			
Title III, Part A	Federal	x			\$15,000	x	17-25
Title IV	Federal			x			
IDEA	Federal			x			
Tax Levy	Local	x			\$6,402,020	x	17-25

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

-
- 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
 - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2
2. Please describe the services you are planning to provide to the STH population.

We provide our STH students with after-school programs and library services until 6:00 PM every day. We also provide a special counseling group to address the needs of these students. All students at MS/HS 141 receive free breakfast and these students receive free lunch.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Riverdale / Kingsbridge Academy (Middle School / H					
District:	10	DBN:	10X141	School		321000011141

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11	v
	K		4		8	v	12	v
	1		5		9	v	Ungraded	v
	2		6	v	10	v		

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		93.5/91.6	94.6/	93.6 /
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	237	215	242				
Grade 7	221	230	214				
Grade 8	226	222	229				
Grade 9	165	199	184				
Grade 10	168	158	188				
Grade 11	127	139	129				
Grade 12	132	137	147				
Ungraded	2	2	2				
Total	1278	1302	1335				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	96.4	96.6	97.4

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	38.1	51.9	51.9

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	0	18	3

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	13	14	5

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	53	64	63	Principal Suspensions	227	281	343
# in Collaborative Team Teaching (CTT) Classes	25	22	13	Superintendent Suspensions	17	17	31
Number all others	118	114	130				

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	86	84	90
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	23	23	20
# receiving ESL services only	77	71	TBD	Number of Educational Paraprofessionals	1	2	8
# ELLs with IEPs	9	27	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	15	7	39	% fully licensed & permanently assigned to this school	100.0	100.0	96.5
				% more than 2 years teaching in this school	70.1	77.6	72.2
				% more than 5 years teaching anywhere	60.9	64.7	68.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	84.0	84.4
American Indian or Alaska Native	0.5	0.5	0.5	% core classes taught by "highly qualified" teachers	94.4	96.1	96.1
Black or African American	13.1	13.5	13.9				
Hispanic or Latino	48.3	49.7	51.8				
Asian or Native Hawaiian/Other Pacific	10.4	9.0	8.8				
White	27.3	26.4	24.7				
Male	50.2	51.4	51.8				
Female	49.8	48.6	48.2				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA: v
Math:	v	Math: v
Science:	v	Graduation Rate: v

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v	v	v	v	
Ethnicity							

American Indian or Alaska Native	-	-	-	-	-	-	
Black or African American	v	v		-	-	-	
Hispanic or Latino	v	v		v	v		
Asian or Native Hawaiian/Other Pacific Islander	v	v	-	-	-	-	
White	v	v		v	v		
Multiracial	-	-					
Students with Disabilities	v	v		-	-	-	
Limited English Proficient	v	v	-	-	-	-	
Economically Disadvantaged	v	v		v	v		
Student groups making	8	8	1	4	4	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	D / A	Overall Evaluation:	P
Overall Score:	27.2 /	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment: <i>(Comprises 15% of the</i>	5.1 / 8.9	Quality Statement 2: Plan and Set Goals	WD
School Performance: <i>(Comprises 25% of the</i>	6.7 / 22.1	Quality Statement 3: Align Instructional Strategy to Goals	WD
Student Progress: <i>(Comprises 60% of the</i>	14.4 /	Quality Statement 4: Align Capacity Building to Goals	P
Additional Credit:	3-Jan	Quality Statement 5: Monitor and Revise	P

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 1 HOT 104	District 10	School Number 141	School Name RKA
Principal Lori O'Mara		Assistant Principal Johanna Tramantano, I.A.	
Coach		Coach	
Teacher/Subject Area Lorretta Bellom/ESL		Guidance Counselor Monica Kauschinger	
Teacher/Subject Area Christine Bertero/ELA		Parent Terri Colon	
Teacher/Subject Area Michael Hirsh/ Special Ed/SS		Parent Coordinator Julie Prince	
Related Service Provider Agnes Quinn		Other Data Specialist - S. Lustig	
Network Leader Bob Cohen		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	8
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	1

C. School Demographics

Total Number of Students in School	1356	Total Number of ELLs	94	ELLs as Share of Total Student Population (%)	6.93%
------------------------------------	-------------	----------------------	-----------	---	--------------

Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

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

1. As new students are admitted to the system we immediately administer the Home Language Identification Survey (HLIS), including the informal oral interview in English and in the native language (when possible). We then administer the Language Assessment Battery-Revised (LAB-R) within 10 days. The principal, Assistant Principal of ELLs or the ELL teacher, Ms. Loretta Bellom conduct these interviews. All ELLs are evaluated annually (in the spring) using the NYSESLAT after preparation with the ELL teacher. All team members work closely when admitting new students, all necessary steps are taken to ensure students are properly identified through a completed HLIS survey. When a parent indicates that another language is spoken at home, the ELL coordinator is immediately called and the student and parent interview is conducted and the parent is immediately informed on the the ESL options available, and the LAB-R exam is discussed. We use the EPIC Facilitator's Guide for resources to assist with parent communication and share important information with parents regarding the various ESL programs available.

2. As new students are enrolled in the school (during the interview process) we explain the different types of programs available to them. During the orientation process, a licensed pedagogue explains the different kinds of ESL instructional models we currently have in place (Free Standing), in addition to explaining the other program models to parents (Transitional Bilingual Education, Dual Language). If they are interested in a program other than our own we work with OSE to locate a more appropriate setting/program. We explain the programs immediately and work to transfer students (when appropriate) within 10 days. If students remain with us, they are given a program within one school day. The structures in place to ensure that parents understand program choices include having bilingual school aides, a parent coordinator, bilingual family worker, bilingual guidance counselor and school translators available in 10 languages (seven of which are current school based employees). Our parents are introduced to the programs that the NYC Department of Education offers via informative video provided by the city. Materials explaining the program and parent choices are distributed in the various major languages, as well as important school news and progress of their children. Parent meetings are held regularly and are attended by teachers who can translate. Some parents are also part of the School Leadership Team and other planning groups in order to keep the parent perspective in the planning of school policies and events. The ESL teachers and ESL Supervisor work closely with all team members to ensure outreach and appropriate program placement is coordinated.

3. Parents are immediately provided with the HILS form, and the ELL coordinator contacts parents and guardians immediately upon review of newly admitted students, in addition to the informal interviews of both students and parents. Parents are invited to attend information sessions on ESL services and are provided with an opportunity to view an informational video. ESL orientation is provided by the Supervisor of ESL, Ms. Tramantano. Parents are administered the Program Selection Survey to determine parents' choice. To ensure that entitlement letters are distributed and Parent Survey and Program Selection forms are returned we provide consistent parent outreach via ESL coordinator and the bilingual family worker, in addition to school based employees who assist with parent outreach and communication.

4. We administer the Language Assessment Battery-Revised (LAB-R) within 10 days of entry into the school system. Based on LAB-R scores, we determine the best placement for students according to their performance on the assessment. If a student's performance indicates that they are eligible for ESL services, the parent is notified of their child's eligibility by telephone, in-person, and in writing. An orientation is offered, and the parent is informed of the options. The LAB-R is conducted by one of our ESL teachers, and the results are immediately used to determine the student's best placement. Parents are communicated with in their native language. When possible, we ask our licensed pedagogues who may speak that language to assist with the translation process. If a person is not available, we make use of the translation services offered through the Department of Education.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, we notice a trend, with over 95% of parents requesting the freestanding ESL program.

6. Since RKA is only able to offer a freestanding program that will adequately serve our diverse ELL population, when parents opt for a bilingual program or a dual language program, they are given assistance in placement in the program of their choice.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	94	Newcomers (ELLs receiving service 0-3 years)	33	Special Education	14
SIFE	5	ELLs receiving service 4-6 years	31	Long-Term (completed 6 years)	23

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	34	1	1	24	1	5	36	0	17	94	
Total	34	1	1	24	1	5	36	0	17	94	

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0

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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														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																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							19	11	12	3	5	11	2	63
Chinese														0
Russian							5	2			1			8
Bengali										1				1
Urdu									1				2	3
Arabic							1	2	2					5
Haitian														0
French													2	2
Korean							1							1
Punjabi														0
Polish														0
Albanian								3	1				1	5
Other							2	2			2			6
TOTAL	0	0	0	0	0	0	28	20	16	4	8	11	7	94

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 1.

1. A. ELL students in RKA receive all instructions in English using ESL methodologies for a specific amount of time as determined by their New York State English as a Second Language Achievement Test (NYSESLAT) scores. The goals of our program are to:

- Provide academic subject area instructions in English using ESL methodology and instructional strategies;
- Incorporate ESL instruction; and
- Assist students to achieve the state designated level of English proficiency for their grade.

Our ESL Freestanding program in the middle school and high school primarily offers pull-out model for all of our ELL students who require more basic and direct support in developing an essential foundation in English literacy through second language learning. The pull out

model clusters students around levels of proficiency. The ESL teacher supports the students' understanding of language development and content knowledge. ESL teachers work diligently with students to ensure that the appropriate level of work and instruction is provided to students. Through a data tracking tool, student progress is monitored.

B. Our Freestanding ESL program in the middle school ensures that students who are at the beginning/intermediate level attain the most comprehensive experience possible. In addition to their ELA class being block-scheduled, the students also receive separate ESL services, to meet the mandated 360 minutes per week. In addition, in the high school, the students are clustered around levels of proficiency, in addition to the work that they do in their literacy class. The class meets several times per week to ensure that beginning students receive 540 minutes per week, intermediate 360 minutes per week, and advanced 180 minutes per week, depending on levels of proficiency. Schedule permitting, during specific times of the year, ESL teachers push into content area subjects to provide language support to ELL students. The ESL teacher supports the students' understanding of language development and content knowledge. Our ESL teachers utilize high-level ESL scaffolds that enhance and support English language development. We seek to continuously raise the academic rigor of our program by delivering instruction that incorporates the following strategies: scaffolding instructional techniques, activating prior knowledge linking concepts to past learning, promoting critical thinking, providing several summaries throughout the lesson, using outlines, planning cooperative learning activities, demonstrations, and encouraging students to actively speak in English and support English development through an acceptance of errors.

We are aware of the scaffolding that students in an ESL Freestanding program need, and so, provide additional instruction, classes and tutorial to students through after school programs that provide extra help, enrichment, and test prep for English literacy dominant subjects (i.e. ELA, Social Studies and Science).

Further, through professional development, we support and encourage teachers in using student-centered and cooperative methods that engage students in actively using content and academic language in the classroom. ELA classrooms are based on the balanced literacy method. Students independently read, receive mini-lessons, read an in-class text, and engage in a writer's workshop.

To address the needs of all ELLs this year RKA continues to maximize its service to students in the Freestanding ESL program by employing two teachers who can now provide smaller group instruction to students who scored at the advanced level to increase the academic rigor of our program and increase the proficiency rates of these students. Our Language Allocation Policy addresses the development of basic literacy skills through second language learning. We seek to increase and improve the quality of our model by clustering students around levels of English proficiency, thereby making instruction more effective and supported programmatically.

The ESL teacher will develop the students' specific skill goals and help with the design and implementation of second language learning strategies. The beginner level ELLs are supported by offering self-contained classes to develop the four language skills. Push-in services are also provided to increase content area support.

RKA's program allows ELLs equal access to the same curriculum as English-proficient students. This equality has been achieved because of the access teachers who teach ELL students have to all staff development activities. The ESL teachers have received extensive professional development on second language learners, and the content area teachers have received training on ESL methodologies as well. Both collaborate and support each other's areas of expertise and learning experiences.

2. ELL students at RKA receive all instructions in English using ESL methodologies for a specific amount of time as determined by their New York State English as a Second Language Achievement Test (NYSESLAT) Scores. The school program is developed to ensure students received mandated minutes of services per week. We schedule students each fall and review it in January to ensure that students are receiving the appropriate time as mandated. The goals of our program are to:

- Provide academic subject area instructions in English using ESL methodology and instructional strategies;
- Incorporate ESL instruction; and
- Assist students to achieve the state designated level of English proficiency for their grade.

3. Students in the content areas are taught in English. Sixth grade students are placed in specific regular education classes for major subjects (especially ELA and math) based on their proficiency level on their LAB-R, or as per their score on the NYSESLAT (test taken spring of previous year) so that we can provide cohesive and targeted instruction. Students are grouped together which allows them the opportunity to work together and with teachers on specific and targeted assignments. Seventh and eighth graders are placed in ESL classes based on their score on the LAB-R and NYSESLAT, and ESL teachers offer targeted instruction based on level, as well as subject specific tutoring offered before school. We offer push-in support to ELLs as mandated. We provide resources which help ELLs navigate the content

material (enhanced texts, glossaries, illustrations, links to on-line resources, altered texts) Teachers of the content areas also employ ELL methodologies to help students access materials such as text annotation, Socratic seminar, video clips, teaching key vocabulary in advance. Classroom libraries reflect various engaging leveled books to meet individual student levels and interests. Teachers also have textbooks available in other languages, glossaries in various languages, and teachers have in-class computers to assist in all academic aspects of the ELL student. Students in the middle school are offered homework help through our community based organization, RCC, after school, assisted by the ESL teacher who is familiar with the specific needs of students. In addition ELL students are invited to participate in all school programs such as the multicultural show, various clubs including Model U.N., Teen Theater, Student Government, The Student Ambassador Program, Poetry Café, the Math Team, The Science Olympiad, etc. All staff members are engaged in Teacher Inquiry Teams to look at students work, develop, and implement targeted interventions and assess student progress, some of which are specific to ELL. All teacher teams are engaged in looking at all students including ELL students in their classes. Students are offered technology classes and we have a variety of material that can be used by ELL students, such as AVENTA Credit Recovery (has translations in Spanish) and Castle Learning (has translations in Spanish and specific Spanish instruction material). Castle Learning also includes an ELL Instructional Program that is differentiated to meet all ELL levels including listening sections to assist students in preparing for the NYSESLAT Exam.

4. A. Students with interrupted formal education are given a baseline assessment to determine their competency in the English language in comparison to their peers who scored at the same level on the NYSESLAT. When appropriate these students are reprogrammed to join an ESL class which better matches their current skill level. In addition to consistent communication between teachers, ELL coordinator and administrators, the parent coordinator and other school personnel ensure that parents are communicated with. If a student with interrupted formal education displays a need for more services, we offer tutoring via our CBO, in addition, teachers offer tutoring during school hours as per their professional assignments. Glossaries, technological tools, and materials in the student's native language are also made available as much as possible.

B. ELL's who have been in the U.S. for less than 3 years and performed at the same level on the NYSESLAT and are in the same grade are placed together in the same classes. This allows the same team of teachers to support the instructional needs of the students throughout the school year. ELL students who are exempt from the required ELL testing in their first year engage in the same English dominate ELA course as their peers as well as participate in their mandated minutes of service per week. This enables students to not only acquire the skills for speaking the English language in isolation but in the context of the Literacy curriculum taught throughout the year. In this way students' competency in the English language and ELA content occur concurrently, better equipping these students to make progress on the required ELA team.

C & D. As for students receiving services 4 to 6 years, long term ELL services are provided instruction in content areas of weakness more frequently throughout the week (i.e., speaking, listening, reading or writing). ESL teachers analyze NYSESLAT, baseline and data produced from skill specific tests to determine which additional skill lessons need to be conducted and activities provided to improve performance.

E. Special needs students at the middle school level who also receive ESL services work with a team of teachers who provide push-in and pull-out ESL throughout the week. Teachers assigned to provide push-in or pull-out service during a specific content instructional period (i.e., literacy or social studies) are also highly qualified/certified in that content area. This allows students to remain immersed in the content while ESL strategies are used to build their competency in English.

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted).

In preparation for State exams (ELA/Math/Social Studies/Science/Regents) we offer targeted intervention via tutoring service. These services are provided after school Tuesdays and Wednesdays by a licensed bilingual Special Education teacher. The teacher of the class employs ELL strategies to assist students in understanding the State exam expectations, deciphering vocabulary and context and developing inference skills. Special Education ELL students also partake in the Wilson reading program to assist in reading skills and vocabulary development. We also offer regents preparation classed and elective classes in ELA and the content areas (such as forensics, law, psychology) to support the students' in the required content areas. Targeted regents tutoring is offered after school through our CBO several times a week, and teachers also engage in tutoring of students as per their professional assignment. In addition, our school offers extra regents tutoring in the weeks leading up to the exams, to ensure that student needs are met. Students in the Middle School are offered additional tutoring opportunities on selected days for both ELA and Math preparation. This ensures that students are given multiple opportunities to excel.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

ELLs who have reached proficiency on the NYSESLAT are programmed based on their academic requirements for the grade level. The guidance counselor for that grade tracks the students' performance and initiates the interventions as needed via the school's Instructional Support Team, his/her parents and content area teachers. In addition, as per the NYS mandates, students are ensured proper support through a continuation of testing accommodations for their examinations. Former ELL students are permitted to have testing accommodations for up to two years after testing out on the NYSESLAT according to

7. What new programs or improvements will be considered for the upcoming school year?

In the fall of 2010 we plan to continue offering our current freestanding ESL program and continue to ensure students are grouped by proficiency levels. We are also considering school-wide AIS options that might allow us to work with more of our student populations as well as ELL students. In addition to the above, we have also implement inquiry groups that are working to discuss the needs of ELLs and to study student data. Study group sessions will also be held on a monthly or bi-monthly basis to allow all teachers additional access to various methodologies related to ELL students.

8. What program/services for ELLs will be discontinued and why?

No programs/services will be discontinued for ELLs at our school at this time.

9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

To ensure ELL students have equal access to all school programs information about school events and supplemental services are translated in the language which reflect our school's population. Materials are translated in the student's native language when possible to use side by side with texts written in English. Our after school program targets Level 1 and Level 2 students for participation in weekly tutoring sessions which are subject specific. Most of the school's Level 1 and 2 population is ELLs.

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

The leveled Milestones Curriculum, web-based activities facilitated in the school's computer lab are utilized. NYSESLAT prep books, graphic organizers, language specific glossaries are used with students where appropriate. Supplemental services include the use of various technology tools including but not limited to in-class computers, SMART boards to assist teachers in identifying vocabulary words and sentence structure for students, leveled reading books, test-preparation materials, grammar workbooks, internet research, and a wonderful library to support student needs. (See above, Castle Learning and AVENTA Credit Recovery)

11. How is native language support delivered in each program model?

As a freestanding ESL program instruction is provided primarily in English. Whenever possible students who are less proficient than classmates who speak the same native language are partnered so the student more proficient in English can provide peer assistance in translation of task instruction and completion. We also offer Spanish Language instruction for Spanish speakers, via native Language Arts class. Due to our extremely diverse population, with a myriad of home languages including Tajik, Russian, Chinese, French, Spanish, Albanian, Korean, among others, we do not have enough students per language to warrant whole class instruction.

12. Do required services support, and resources correspond to ELLs ages and grade levels?

Yes, required support services do correspond to ELL student age and grade levels.

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year,

To better prepare newly enrolled students for integration into our school community, parents and students are invited to attend orientation sessions. At that time students are able to meet their teachers for writing academic year, visit classrooms and ask questions. Parents via translators confer with the Parent Coordinator to review school procedures, participate in tours of the campus and become more acclimated with the school community. We also hold ESL orientation meetings at the beginning of the school year, hold open-school nights, and offer parent workshops on such topics as supporting independent reading at home. The school frequently offers parent tours throughout the year in addition to various parent workshops.

14. We offer courses in the Spanish language in addition to an Italian class.

C. Schools with Dual Language Programs

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

Dual Language N/A

D. Professional Development and Support for School Staff

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

Paste response to questions

1. Professional Development and Support for School Staff

Professional development has addressed the needs of ELLs by having all content area teachers develop units which require strategies in dealing with ELLs. The content supervisor (assistant Principal) stays abreast of new learning opportunities such as those offered through

Fordham University and Bilingual Education Technical Assistance Center (BETAC) and provides opportunities for teachers to engage in these learning experiences. All other staff members including subject area teachers, paraprofessionals, guidance counselors, special education teachers, psychologists, Occupational/ Physical Therapists, Secretaries and Parent Coordinator attend faculty conferences where ELL learning is addressed as well as off site training as offered by the ISC or CFN.

2. A team of teachers, guidance staff, pupil accounting secretary, parent coordinator and supervisors assembled and formed a committee in order to review intake procedures, video for parents and the issue of alternative placement in special education classes. A few of our staff members (including literacy teachers and special education teachers) earned certificates of completion in ESL methodologies and strategies via Bilingual Education Technical Assistance Center (BETAC) workshops.

Reading and writing skills are specifically addressed in professional development, networking conferences and in collaboratively planning sessions between teachers. The school also follows state-mandated testing modifications for ELLs by providing extended time and exams in their native language when available.

Our ESL program will also be strengthened through the use of common planning time for all teachers to meet and plan appropriate activities for ELL students. Inquiry teams will also address ELL specific needs, and study student work and data to make meaningful academic decisions for ELL students. Also, content area teachers will receive staff development in addressing this particular need for our ELL students.

As students move from our MS to our HS we work with teachers to make this transition smoother. Usually this includes preparing students to write more and to become better test takers. Our MS staff members conduct inter-visitations with the HS and participate in group marking of Regents exams to familiarize themselves with standards and expectations. Study groups are also held to discuss this very important issue, and to discuss ways to facilitate the transition for our students. As we also study the Common Core Standards this year in our PD activities, the concept of college and career readiness is a topic of discussion that we will also study to align our instructional decisions in the classroom to meet the needs of all students. We have designated a teacher to assist those students and parents who need help with the college application process and the FAFSA process, and have connected with the federally funded program GEAR UP which holds Hispanic College Fairs for those parents who need translation in understanding the college process.

3. We address the 7.5 hours of ELL training through our Professional Development program at the school (including conferences and inter-visitations). Each subject area supervisor, as well as the payroll secretary, maintain records of attendance at these meetings.

Teachers have attended extensive training on On-line Castle Learning which provides support for ELL students who need help in subject areas and those preparing for the NYSESLAT Exam. We have an expert on staff who provides on-line credit recovery through AVENTA; this program provides language support for Spanish speaking students who have trouble with content specific language.

This year, through our Common Planning teams, all teachers will have an opportunity to discuss ELL population needs and gain more experience with implementing the Common Core State Standards for Writing, Reading, and Language and the English Language Learner.

Study groups and professional development opportunities will be made available to all staff throughout the school year on ESL methodologies, the Common Core State Standards, in addition to resources and professional readings on reaching all ELL students.

ESL teachers will be given opportunities throughout the year to attend workshops and professional development opportunities to keep their methodologies current so as to meet the needs of all ELLs level 1-3 at our school.

E. Parental Involvement

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

Parent Involvement

1. We have a very active parent community at RKA; however, most parents that are members of the Parents Association are not parents of ELLs. We provide translation services (in Spanish) at these meetings and make translators available for conferences with teachers. We also translate important documents into home languages as appropriate. We actively encourage parents to assist in the communication process whenever possible. Parent workshops, curriculum nights, and parent surveys allow us to communicate effectively with parents, and provides us with opportunities to meet student needs.

2. We partner with the Riverdale Community Center (our CBO) to offer literacy classes to ELL parents.
3. We ask parents to complete surveys periodically throughout the year to evaluate their needs from the school.
4. Parent Outreach: An ESL Orientation was held in September to familiarize incoming parents with our ESL program. On October 25, 2011 the ELA held a Curriculum Night for all parents. In addition to discussing curricular practices in the department for ELA and ELL students, there was also a discussion of how to support reading and writing at home. Parent communication regarding their child's progress occurs in the following manner: Progress reports, ARIS, monthly teacher emails to parents, communication from the Parent Coordinator, and conferences with school supervisors and personnel. A Spring Academic Festival featuring all RKA students to be held in May 2011.
5. We match our parent involvement activities to parents' expressed needs. Mainly they ask for curriculum information or want to meet with teachers, so we structure our Parent Workshops to meet the current trends of the parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							6	3	3	1	0	0	0	13
Intermediate(I)							15	7	11	2	4	3	0	42
Advanced (A)							11	11	5	2	2	1	7	39
Total	0	0	0	0	0	0	32	21	19	5	6	4	7	94

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							1	0	0	0	0	0	0
	I							6	1	1	2	0	0	0
	A							11	9	4	1	1	2	2
	P							12	9	14	8	6	7	4
READING/ WRITING	B							1	1	2	1	0	0	0
	I							11	6	9	2	4	4	0
	A							13	9	3	2	2	1	6
	P							3	3	5	6	1	3	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
5					0
6	13	11	2	0	26
7	13	7	0	0	20
8	8	9	1	0	18
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	4		15		8		3		30
7	5		12		2		0		19
8	4		17	1	0		0		22
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	3		6		2		0		11
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8	8		0		0		2		10
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	8		6	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math <u>A or RCT</u>	11		8	
Math <u>Geometry</u>	4		4	
Biology	5		3	
Chemistry	1		0	
Earth Science	2		1	
Living Environment	5		1	
Physics	0		0	
Global History and Geography	5		2	
US History and Government	5		5	
Foreign Language	6		5	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

beginner/intermediate level. 42% of our ELL students are at the Advanced level as per 2010 NYSESLAT and LAB-R data results of newly-admitted students. A close analysis the NYSESLAT modality data suggests that as they progress in grade levels they do not always become more proficient in all of the skill modalities (reading, writing, speaking and listening). Students make progress at different rates, therefore instruction must be sensitive to different learning style and levels of ability. It is therefore vital that instruction be differentiated to meet the specific modalities. Listening, speaking, reading and writing comprehension in English were assessed with the following results by population of students in each category : Middle school beginners 13%, middle school intermediates -35 %, middle school advanced-28 %. In the high school 0% beginners, 7% intermediates, 12% advanced. The results indicate that ELLs' performance in these modalities move the greatest number of students to the Advanced level on the NYSESLAT. A past trend has indicated is that students who achieve the Advanced level tend to plateau there. 2010 NYSESLAT data showed that about 37% of our students scored a proficient level on the NYSESLAT. It is our intention to increase that number this year. Additionally, it is evident that our middle school students comprise of a majority of our ELL population at our school. In addition to tracking student progress through various formative and summative assessments, students are also prepared for the rigors of the ELA exam through exam preparation in their English classes, in addition to the work done in their ESL classes. This year, teachers are able to meet in common planning teams to strategies effective methods for differentiating instruction and analyzing student data.

2. Analysis of Proficiency/ Grade Data and How These Affect Instructional Decisions

Looking at the results by grade level, we can see a pattern of development across each level as students progress through the grades. For example, we tend to find more ELLs and less proficient ELLs in the lower grades. Students are making progress as they move up in grades. As in the past, further, analysis of the score ranges in the reading, writing, speaking and listening reveal students develop speaking and listening skills faster than academic reading and writing skills. This is evident in results on the NYSESLAT and our BESIS Extension of Services Report over the past two years.

3. Our program must continue to emphasize the development of the four modalities in subject areas in English, through engaging activities that allow for different entry points for all our ELL students to access information and make learning meaningful. We will continuously develop activities to include all students in speaking, listening, reading, writing, critical thinking and social skills in English. Teaching methods that employ a variety of engaging and interactive reading and writing activities will be employed. We will build on our students' strengths in listening and speaking, using these modalities as "entry points" in developing the weaker modalities; reading and writing. Vocabulary development through the use of in-class texts and independent reading texts can support the ELL student's reading and critical thinking skills. Through PD activities, meetings with ESL teachers, and a close study of the instructional decisions made with ELL students, we hope to align the decisions we make with the expectations of the new CCSS.

4. A: City and State Assessment Data:

Evaluation of student growth in English dominant assessments was done according to grade level. According to our data sources, the following is evident: 37% of students scored proficient on last year's NYSESLAT exam. 20% of 9th grade ESL students scored 65% or above on the Living Environment Regents . Forty-one percent of grade ESL students scored 65% or above on the Global Studies Regents, and 100 % of 11th grade ESL students scored 65% or above on the U.S. History regents. In our Middle School, 54% of ELL students scored a level 2 on the NYS Science exam, a majority of our students fall within the level 2 range in mathematics. in Grade 6, 92% of our ELL students scored at a level 1 or 2 on the ELA examination, and 100% of ELL students scored at a level 1 or 2 in ELA, in grade 8, 94% of our students scored at a level 1 or 2 in the ELA exam. In light of the data at hand, we are working hard to assist our students in improving their proficiency rates from year to year, so that they show an improvement in all content-areas. We consistently track progress through various data tracking tools, inquiry teams, formative and uniform assessments, and a close study of student progress to ensure targeted, differentiated instruction. The 8th grade Social Studies, and Global History Regents exams suggest a greater need for support among ELL students. Though they are offered the exams in their native language, a majority of the time students choose to work in English. In addition, it is evident that reading and writing skills affect student performance on those exams. Targeted work on developing vocabulary in context, understanding how to decode challenging documents, and consistent work on writing skills through in-class minilessons, projects, and tutoring sessions can assist more students achieve on these exams.

Periodic and ELL Periodic Assessment Data

Since most of our ELL students fall in the advanced proficiency level, we have previously elected not to use the ELL Periodic assessments, but rather we focus on the Acuity Periodic Assessments. The data derived from Acuity allows teachers to plan appropriate lessons especially making links to the NYS Standards, including the CCSS. What we have learned about our ELLs is that most struggle with inference and grammar in writing; these are skills which often confound even native English speakers. We are addressing this through inquiry teams looking at student data, offering study groups to teachers on teaching these often-times challenging skills, including new and engaging independent reading books in all English classrooms, and various professional development opportunities for our teachers.

Implications for the School's LAP and Instruction

Although most of our students are in the intermediate and advanced proficiency levels of English language acquisitions, they do not score well on most City and State exams. In comparison to last years' data, our students made significant improvement. The results of the proficiencies and scores show that we are making positive strides in assisting students to attain proficiency in English. This has informed our instruction and we continue to be aware of the scaffolding that students in an ESL Free-standing program need and so provide additional instruction, classes and tutorial to students through before and after school programs that provide extra help, enrichment and test prep in literacy and academic language development. Further, through professional development, we are supporting and encouraging teachers in using student-centered and cooperative methods that engage students in actively using content and academic language in the classroom.

B. and C.:

Generally, the data indicates that students develop more quickly in their speaking and listening skills followed by reading and writing skills. Vocabulary development also appears to have a strong influence on development of reading and writing skills. These patterns affect instructional decisions in several ways. ESL teachers will continue to provide students with opportunities to use English and negotiate meaning through the use of lesson delivery that includes student-centered, cooperative and collaborative learning methods. The use of word walls,

Part VI: LAP Assurances

the NYS Standards in ESL and ELA.

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		