



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** \_\_\_DAVID A. STEIN RIVERDALE KINGSBRIDGE ACADEMY

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 10X141

**PRINCIPAL:** \_LORI O'MARA EMAIL: LOMARA@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** SONIA MENENDEZ

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Lori O'Mara	*Principal or Designee	
Christine Bertero	*UFT Chapter Chairperson or Designee	
Sheree Tallerman	*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	
Mariah Fontanez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Amy Miranti	Student Representative	
Kathy Gilson	CBO Representative, if applicable	
Loretta Bellom	Member/teacher	
Vicki Aurerbach	Member/parent	
Joann Jurcic	Member/parent	
Velma Allen	Member/teacher	
Esther Dattey	Member/teacher	
Edan Segal	Member/parent	
Unjoo Trebach	Member/parent	



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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

- **By June 2012 we will increase the number of students in grades 6-8 scoring at or above proficiency in ELA by 3-5% as reflected in ATS**

### **Comprehensive needs assessment**

Although our performance numbers are consistently one of the highest in our district (2010 49%, 2011 45%), we have work to do in our progress measures and growth percentiles 2010 = 63. 2011 = 67. We need to help students achieve at higher growth percentiles while they attend our school. In our MS Progress Report we are falling well below the 50<sup>th</sup> percentile mark for all categories in ELA as compared to city and peer schools.

In addition, this is an area indicated for improvement in the 2010-11 School Quality Review;

“Align assessments to the school’s English language arts curriculum to adjust instructional decisions since students did not make adequate progress as indicated on the current middle school Progress Report. “

### **General approaches**

- AIS provided by RKA teachers to all students who scored Level 1 or 2, 3x a week for 50 minutes, from September to June. AIS will be performed during contractual time therefore there is no additional cost to the school.
- Revising curriculum and assessments to reflect one another and the CCSS
  - Over the summer 2011, Johanna Tramantano will revise curriculum maps based on input from ELA teachers this year.
  - Revisions will continue throughout the year.
- Increasing time on task- Increasing ELA periods to 10 total for the week (5 Readers/Writers Workshop, and 5 Genre Study)
  - Ms. Lustig is creating program
  - Ms. Tramantano will convey curriculum, materials, and expectations for student work to staff
  - Teaching staff members included in the process are TBD as program is still being developed.
- Common Planning and Inquiry Work- teachers will collaborate at weekly common planning meeting to review student work via Inquiry process. Subject groups of teachers will also meet monthly during Faculty Conference time. Common planning structure built into program- no cost
- Portfolio checks every marking period- Ms. Tramantano will review portfolios every marking period to ensure that student work is being assembled as to expectations.
- Periodic assessment via Acuity will be conducted and reviewed by teachers
- Vigilant observation- Ms. Tramantano will actively supervise staff through formal and informal observation cycles to ensure that curriculum is being implemented properly

**Subject specific approaches:****ELA:**

1. Each MS ELA teacher will identify students based on proficiency rates on the May 2011 ELA examination and target specific learning needs using formative and summative assessment data to be discussed as a team throughout the year on a weekly basis and through one-on-one conversations. Team meetings will surround the discussion of differentiating instruction and monitoring progress of all students with special attention to ELL and SWD students to ensure students are making progress throughout the year and strategize for areas of need.
2. Teachers will maintain tracking sheets to assess student progress and assess specific areas of needs among all students so as to differentiate instruction.
3. ELA teachers will track student progress through the study of individual student item analysis. Specific student needs will be identified and their needs met through differentiated instruction.
4. Supervisor will regularly meet with teachers to discuss student progress in critical thinking, reading, writing, and formulating constructed responses.
5. Supervisor will provide professional development opportunities and materials to teachers to enhance professional practice. In addition, Supervisor will prepare for and conduct its annual ELA parent meeting to facilitate reading at home and increase parent participation.
6. Supervisor will assist Common Planning teams to devise practical and appropriate formative assessments to be assigned in September, December, February, and April. Progress tracking tools will be discussed in common planning and individual conferences with supervisor. Common planning teams will work together to develop anchor lessons aligned to unit pre and post- assessments to facilitate alignment of curriculum and assessments.
7. Supervisor will work closely with teachers to ensure a smooth adoption of the new ELA and Genre Studies curricula and hold meetings throughout the year (at least once per marking period) to discuss areas for revision of curriculum.
8. Supervisor will monitor ELA portfolios every marking period to ensure quality work and a consistent approach to marking student work.

**Social Studies:**

9. Each middle school Social Studies class will take a baseline DBQ assessment to assist teachers in determining both immediate and long-term skill needs of students in this form of writing.
10. In Social Studies classrooms writing skills will be documented in the form of in-class portfolios that will be developed and passed on to future teachers. Supervisor will monitor portfolios on a marking period basis.
11. The teachers in the middle school Social Studies team will collaborate to develop a minimum of four unified assessments for the grades they teach, which assess the skills listed. They will then analyze results to refine practice and track each class's growth using the same analysis and evaluation methods used for each of the unified exams.
12. Social Studies and ELA middle school teachers will work to develop meaningful lessons to address specific needs as referenced in the 2011 ELA student item-analysis. Areas in immediate need of improvement include reading captions, headings, using textual support,

interpreting data, facts, and ideas from informational texts by applying thinking skills. Among other skills to be identified and discussed as teacher teams. AP Instruction will facilitate professional development on meeting these specific areas of need in both the ELA and content-area classrooms.

**ESL:**

13. By June 2012 85% of ELL students will display one year's progress on the ELA examination as per results in individualized growth percentiles.

14. ESL teachers will provide instruction using non-fiction texts and paired passages through the vehicle of speaking, listening, reading and writing activities. Supervisor will encourage ESL teachers to use additional assessment and instructional tools such as the Wilson Reading program and the Fountas and Pinnell leveled reading program to provide targeted instruction to ELL students and enhance their reading and writing skills. This will be implemented with surrounding professional development on these various reading programs including the use of on-line resources such as Castle Learning and the use of alternative instructional strategies to target the Long-term ELL population.

15. ELL coordinator will facilitate and deliver professional development opportunities to assist ELL teachers so as to address all learning needs of students.

16. ELL coordinator (Ms. Tramantano) will ensure continued parent outreach in addition to compliance matters regarding ELL administrative matters.

**Special Education:**

17. By June 2012 85% of self-contained students will display one year's progress on the ELA examination as per results in individualized growth percentiles. Special education teachers will work closely with community members to ensure student progress. Teachers will maintain data logs on student progress, and use the data tracking tool to scaffold instruction in areas of need, in addition to monitoring student progress.

18. Special Education teachers will regularly meet to discuss student progress. Instructional A.P. of Special Education will facilitate lunch and learn meeting to assist general education teachers in meeting the needs of the SWD. A.P.

19. Ms. Tramantano will regularly meet with Special Education teachers to discuss instructional decisions in the special education classroom and to provide on-going professional development opportunities.

20. Teachers will work with identified students in "Homework Help" to provide additional ELA, Math, etc. help to assist middle school students with proficiency in deficient areas. Ms. Tramantano will work with Mr. Berlow and Mr. Cushing (Department Assistants) to provide materials and assistance to teachers providing mandated and additional support to all middle school students during the extended day schedule.

**Person(s) responsible:**

1,2, 3: Ms. Tramantano and:

Ms. Bellavia, Mr. Riley, Mr. Schiller, Mr. Lepetit, Mr. Lang, Mr. Seuss, Mr. Berlow, Mr. Stahl, Ms. Saunders, Ms. Franke, Ms. Stoler, Ms. Felidi, Ms. Barrett

4,5,6: Ms. Tramantano

### **Strategies to increase parental involvement**

- Parent Workshop related to CCLS on 10/24/11
- Distribution of ISRs to families in Oct 2011
- Constant communication via Jupiter Grades
- Staff email list
- Twitters from Principal
- Maintain Parent Coordinator who send out bi-weekly emails promoting school activities to email list serve (covers nearly 90% of families)
- Coffee with the Principal
- Principal speaks about CCLS at PA monthly meetings
- Report Cards 6 times a year
- Principal's newsletter
- Maintenance of website
- School Planners
- Grade level meeting for students and parents
- 

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- **Interview committee meets and interviews candidates**
- **Candidates perform demonstration lessons**
- **Mentoring for first year teachers provided by experienced staff**
- **Off site professional development**
- **Teachers select professional goals**
- **Learning Walks**
- **Subject and Grade specific Inquiry Work**
- **Frequent informal feedback using Danielson rubric**
- **Subject are conferences/professional development**

### **Service and program coordination**

Riverdale Community Center, our CBO, runs an extensive after school program with academic, artistic, cultural, athletic, and enrichment activities designed to support students' whole well-being. Programs coordinated by Principal and Executive Director. Feedback provided to RKA 3 times a year.

SAPIS worker assigned to handle at-risk drug and alcohol abuse cases

Health Corps program to fight childhood obesity and promote proper nutrition and exercise

Social Worker from Riverdale Mental Health Association on site 3x per week to handle at-risk counseling

Overcoming Obstacles –life-skills curriculum- implemented in social studies classrooms for all MS students

**Budget and resources alignment**

Common planning structure built into program- no cost

AIS (extended day) will be performed during contractual time therefore there is no additional cost to the school.

Use of DOE Inquiry Funds to support Inquiry Work

Use of Title III funds to support supplemental programs

Use of FSF to cover salaries of staff (teachers, counselors, aides, administration)

No Title I funds available

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

**By June 2012 we will increase the number of students in grades 6-8 scoring at or above proficiency in Math by 3-5% as reflected in ATS**

**Comprehensive needs assessment**

Although our performance numbers are consistently high (2010 58%, 2011 62%), as are our growth percentiles 2010 = 60. 2011 = 67, we see this as an area for continuous improvement. Since the MS Progress Report is changing to include success on Regents exams in MS, we see this as an opportunity to have more and more students earn HS credit provided we can raise the general proficiency of all students in MS.

**Instructional strategies/activities****General Approaches**

- AIS provided by RKA teachers to all students who scored Level 1 or 2, 3x a week for 50 minutes, from September to June. AIS will be performed during contractual time therefore there is no additional cost to the school.
- Revising curriculum and assessments to reflect one another and the CCSS
  - Correlation of pacing calendars to CCSS
  - Development of project based class to target specific standards
  - Removal of those specific standards from the regular math curriculum
  - Curricular assessments will be administered and reviewed at the end of every unit
- Common Planning and Inquiry Work- teachers meet once or more a week for common planning, grade level meetings/ inquiry work to take place one time a week during AIS time- Common planning structure built into program- no cost. Supervisor will assist Common Planning teams to devise practical and appropriate formative assessments to be assigned in September, December, February, and April. Common planning teams will work together to develop anchor lessons aligned to unit pre and post- assessments to facilitate alignment of curriculum and assessments.
- Vigilant observation- Mr. Mohan will actively supervise staff through formal and informal observation cycles to ensure that curriculum is being implemented properly. Supervisor will work closely with teachers to ensure a smooth adoption of the new math and project based math class curricula and hold meetings throughout the year (at least once per marking period) to discuss areas for revision of curriculum.

- Periodic assessment via Acuity will be conducted and reviewed by teachers, 3 x a year- assessments developed to match pacing calendar by Mr. Mohan
- Each MS Math teacher will identify students based on proficiency rates on the May 2011 Math examination and target specific learning needs using formative and summative assessment data to be discussed as a team throughout the year on a weekly basis and through one-on-one conversations. Team meetings will include discussion of differentiating instruction and monitoring progress of all students with special attention to ELL and SWD students to ensure students are making progress throughout the year and strategize for areas of need.
- Teachers will maintain tracking sheets to assess student progress and assess specific areas of needs among all students so as to differentiate instruction. Math teachers will track student progress through the study of individual student item analysis. Specific student needs will be identified and their needs met through differentiated instruction. Progress tracking tools will be discussed in common planning and individual conferences with supervisor. Tracking sheets will be collected by supervisor every marking period.
- Supervisor will regularly meet with teachers to discuss student progress in strands critical to each grade.
- Supervisor will provide professional development opportunities and materials to teachers to enhance professional practice.
- Supervisor will monitor Math portfolios every marking period to ensure quality work and a consistent approach to marking student work.
- Supervisor will prepare for and conduct its annual math parent meeting to facilitate math progress at home and increase parent participation.

#### **Strategies to increase parental involvement**

- Parent Workshop related to CCLS on 11/28/11
- Distribution of ISRs to families in Oct 2011
- Constant communication via Jupiter Grades
- Staff email list
- Twitters from Principal
- Maintain Parent Coordinator who send out bi-weekly emails promoting school activities to email list serve (covers nearly 90% of families)
- Coffee with the Principal
- Principal speaks about CCLS at PA monthly meetings
- Report Cards 6 times a year
- Principal's newsletter
- Maintenance of website
- School Planners
- Grade level meeting for students and parents

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Interview committee meets and interviews candidates
- Candidates perform demonstration lessons
- Mentoring for first year teachers provided by experienced staff
- Off site professional development
- Teachers select professional goals
- Learning Walks
- Subject and Grade specific Inquiry Work

- Frequent informal feedback using Danielson rubric
- Subject are conferences/professional development

**Service and program coordination**

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SAPIS worker assigned to handle at-risk drug and alcohol abuse cases

Health Corps program to fight childhood obesity and promote proper nutrition and exercise

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Overcoming Obstacles –life-skills curriculum- implemented in social studies classrooms for all MS students

**Budget and resources alignment**

Common planning structure built into program- no cost

AIS (extended day) will be performed during contractual time therefore there is no additional cost to the school.

Use of DOE Inquiry Funds to support Inquiry Work

Use of Title III funds to support supplemental programs

Use of FSF to cover salaries of staff (teachers, counselors, aides, administration)

No Title I funds available

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

**By June 2012, Learning Environment Survey scores will reflect a 3% overall increase.**

#### **Comprehensive needs assessment**

Survey scores over the past three years have been relatively low as compared to other city schools. This year the School Environment score on our Progress Report was the lowest category for both the MS and the HS (D on both reports).

#### **Instructional strategies/activities**

- Overcoming Obstacles curriculum to be taught by all MS social studies teachers one time per week, reminders on daily announcements, quote of the week posted in all classrooms (OO provided at no cost to the school)
  - Curriculum and pacing calendar set in August
  - Free training in September, headed up by deans
  - Committee forms in September
  - Daily announcements- O'Mara
  - Quote of the week- Ferreira
  - Bulletin boards- deans/counselors
  - Follow up via student, faculty, parent survey in November, February, and April
- PBIS approach implemented with fidelity and consistency-
  - Led by PBIS committee (forms in September and meets monthly led by Ms. Ferreira, Ms. Miller, Ms. O'Mara) and implemented by all staff
  - RKA Bucks ready for distribution by staff in Sept.
  - Grade level assemblies for MS in September
  - Signage created and posted to illustrate R.K.A. in September
  - Redemption activities already on calendar and added as needed- some financial support from GSF and PA needed
  - PBIS incentives- most rewards are low cost to the school and can be covered with minor per session amounts. We will look to the community and parents association (mini grants) to help support incentive program. Some prep period coverage to be covered by school.
  - Follow up via student, faculty, parent survey in November, February, and April
- Displays of student artwork throughout halls.
  - Work created in art class/club throughout year
  - Posted artwork for November P/T conferences
  - Artwork supplies are already funded by school.
- Attendance incentives- monitored by Ms. Shulman

- Development of clubs and activities led by RKA teachers
  - Clubs and activities- teachers funded through AIS time, minor fees will be funded by school
  - Club proposal sheets collected from teachers in June 2011
  - Development of after school program after MS test scores arrive- August 2011
  - Clubs to begin mid-September
  - Attendance monitored monthly by O'Mara
    - Follow up via student, faculty, parent survey in November, February, and April
- Revised approach to activities planning including special new events such as Homecoming Week, HS Semi-Formal, staff BBQ, staff Field Day
  - New COSA to begin in Sept: Ms. Puello
  - Student government elections in September
  - Weekly student government meetings begin October 1, O'Mara to attend one meeting per month
  - Use of Parents Partnership group (monthly meetings) to support activities
- More teachers using Snapgrades (last year 60%, target for 2011 is 70%)
  - split the cost with Parents Association
  - Training in Sept conducted by Ms. Quehl
  - Listing of Snapgrades teachers publicized to parents by Set back to School Night
- Voluntary college trips for underclassman at family's expense.
  - Shulman to plan beginning in October with a Spring target date
- Daily muster meeting of admin and deans beginning in September
- You make a Difference Awards 4 times a year- O'Mara
- Increased communication- all O'Mara responsibility and on a monthly timetable
  - Coffee with the Principal
  - Just Deserts
  - Principal's Newsletter
- Enhanced alternatives to suspension including services to support better behavior
  - SAPIS worker to meet bi-weekly with Ms. Shulman to discuss progress and school trends
  - SW Kagedan to begin Oct 1- partnership with RMHA- 3 days a week, Room 156
    - referral of LTA cases to part-time social worker
- Implementation of FBA/BIP for students with 8+ days of suspension
  - Training in November conducted by network team for all teachers
  - Revamping of IST/Pupil personal team- led by Ms. Benitez, Mr. Siracusa, Ms. Miller- October

Establishing protocol for writing and revisiting FBA/BIP

#### **Strategies to increase parental involvement**

- Parent Workshop related to bullying prevention and Overcoming Obstacles on 1/23/12 and 2/27/12
- Parent participation on Parents Partnership, SLT and Safety Committees
- Parent Association volunteers at school functions
- Parent Association fundraisers geared toward student involvement
- Constant communication via Jupiter Grades and School Messenger

- Staff email list
- Twitters from Principal
- Maintain Parent Coordinator who send out bi-weekly emails promoting school activities to email list serve (covers nearly 90% of families)
- Coffee with the Principal
- Principal speaks about new programs at PA monthly meetings
- Report Cards 6 times a year
- Principal's newsletter
- Maintenance of website
- School Planners
- Grade level meeting for students and parents

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Interview committee meets and interviews candidates
- Candidates perform demonstration lessons
- Mentoring for first year teachers provided by experienced staff
- Off site professional development
- Teachers select professional goals
- Learning Walks
- Subject and Grade specific Inquiry Work
- Frequent informal feedback using Danielson rubric
- Subject are conferences/professional development
- Overcoming Obstacles training conducted by staff developers
- Trainings on FBA/BIP conducted by network team, and school psychologist

**Service and program coordination**

Riverdale Community Center, our CBO, runs an extensive after school program with academic, artistic, cultural, athletic, and enrichment activities designed to support students' whole well-being. Programs coordinated by Principal and Executive Director. Feedback provided to RKA 3 times a year.

SAPIS worker assigned to handle at-risk drug and alcohol abuse cases

Health Corps program to fight childhood obesity and promote proper nutrition and exercise

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Overcoming Obstacles –life-skills curriculum- implemented in social studies classrooms for all MS students

**Budget and resources alignment**

Common planning structure built into program- no cost

AIS (extended day) will be performed during contractual time therefore there is no additional cost to the school.

Use of DOE Inquiry Funds to support Inquiry Work

Use of Title III funds to support supplemental programs

Use of FSF to cover salaries of staff (teachers, counselors, aides, administration)  
No Title I funds available

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

By June 2012, student-centered work in classes will increase by 10-20% over September baseline.

### **Comprehensive needs assessment**

This goal is based on feedback provided by Superintendent Menendez during our 2011 School Quality Review:

“The school successfully provides challenging courses for students in the Honors program. However, the same level of challenge is not sufficiently evident in non-Honors classes with some lessons being more teacher directed leading to less student interaction. As a result, progress in the middle school is limited”

### **Instructional strategies/activities**

- Get baseline in September- adapt or design observation tool (based on Daniels’ work) in August, use in classrooms on learning walk in September (most teachers involved), communicate feedback to staff,
- Focus of intervisitations- subject APs adapt intervisitation recording sheet, review teachers’ comments/work to determine if teachers are really focusing on this.
- PD and feedback from supervisors targeted at this area through formal and informal processes
- Creation of Private Community on ARIS where teachers and supervisors can post samples of student-centered work lessons
- Learning Walks- September and December and March, feedback provided to staff
- Mid line in January using same tool from September, feedback to staff
- End line in May using same tool from September, feedback to staff

### **Strategies to increase parental involvement**

- Parents invited to literacy celebrations, Academic Fair, Winterfest, Springfest
- Parents invited to Open School Week in November and March
- Parental involvement in SLT
- Communication to parents via syllabi and Monthly Teacher updates
- Staff email list
- Twitters from Principal
- Maintain Parent Coordinator who send out bi-weekly emails promoting school activities to email list serve (covers nearly 90% of families)
- Coffee with the Principal
- Principal speaks about collaborative work at PA monthly meetings
- Report Cards 6 times a year

- Principal's newsletter
- Maintenance of website
- School Planners
- Grade level meeting for students and parents

**Strategies for attracting Highly Qualified Teachers (HQT)**

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**Service and program coordination**

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SAPIS worker assigned to handle at-risk drug and alcohol abuse cases

Health Corps program to fight childhood obesity and promote proper nutrition and exercise

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Overcoming Obstacles –life-skills curriculum- implemented in social studies classrooms for all MS students

**Budget and resources alignment**

Common planning structure built into program- no cost

AIS (extended day) will be performed during contractual time therefore there is no additional cost to the school.

Use of DOE Inquiry Funds to support Inquiry Work

Use of Title III funds to support supplemental programs

Use of FSF to cover salaries of staff (teachers, counselors, aides, administration)

No Title I funds available

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

**By June 2012, all students enrolled in math and ELA classes will engage in one literacy task based on the CCLS and one math task based on the CCLS.**

### **Comprehensive needs assessment**

Chancellor's Instructional Expectations for 2011-12

### **Instructional strategies/activities**

- Provide PD on CCLS- Tramantano and Mohan to training over summer, deliver to all teachers September/ November
- Inquiry Teams and Common Planning Teams work to include in curriculum- October and November
- Classroom observation to ensure the best opportunity for students to engage in task
- Collect student work samples of assignments after administration- preferably before January
- Teachers review student work to determine successes and gaps- February- via Inquiry Work
- Possibility of reviewing cycle in Spring 2012

### **Strategies to increase parental involvement**

- Parent Workshop related to CCLS on 11/28/11 and 10/24/11
- Distribution of ISRs to families in Oct 2011
- Constant communication via Jupiter Grades
- Parental involvement in SLT
- Communication to parents via syllabi and Monthly Teacher updates
- Staff email list
- Twitters from Principal
- Maintain Parent Coordinator who send out bi-weekly emails promoting school activities to email list serve (covers nearly 90% of families)
- Coffee with the Principal
- Principal speaks about CCLS at PA monthly meetings
- Report Cards 6 times a year
- Principal's newsletter
- Maintenance of website
- School Planners
- Grade level meeting for students and parents

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Interview committee meets and interviews candidates
- Candidates perform demonstration lessons
- Mentoring for first year teachers provided by experienced staff
- Off site professional development
- Teachers select professional goals
- Learning Walks
- Subject and Grade specific Inquiry Work
- Frequent informal feedback using Danielson rubric
- Subject are conferences/professional development

**Service and program coordination**

Use of Network resources to support teacher development

Use of local partnerships with universities (Fordham, Manhattan, and Lehman) for teacher and leadership development

Use of DOE provided materials

**Budget and resources alignment**

Common planning structure built into program- no cost

AIS (extended day) will be performed during contractual time therefore there is no additional cost to the school.

Use of DOE Inquiry Funds to support Inquiry Work

Use of Title III funds to support supplemental programs

Use of FSF to cover salaries of staff (teachers, counselors, aides, administration)

No Title I funds available

## ANNUAL GOAL #6 AND ACTION PLAN

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

### **Annual Goal #6**

**By June 2012, teachers will be observed using sections of the Charlotte Danielson pedagogy rubric on short frequent cycles averaging 6 times per teacher.**

### **Comprehensive needs assessment**

Chancellor's Instructional Expectation for 2011-12

### **Instructional strategies/activities**

- APs familiarize selves with texts over summer 2011
- Division of observation duties among APs and Principal
- PD on rubrics September, November 2011- web resources-PD conducted during Faculty Conference time and PD time- no cost to school
- Teachers write goals based on rubrics September 2011
- October conference with AP regarding goal
- O'Mara, Tramantano, Mohan train on Teachscape and create surveys to use in observation (Teachscape funded by school)
- APs use goals as focus of observation and source of feedback throughout year
- Short, frequent observation cycles- goal of 6 per teacher-conducted throughout year
- PD on area of focus via
  - Use of faculty Conference time
  - Grouping of teachers working on similar goal together for Learning Walks throughout winter.
  - Possible link of Danielson to Inquiry Work beginning in October and continuing through May
- Follow up meetings with teachers beginning in January resulting in written letter feedback

### **Strategies to increase parental involvement**

- Parent Workshop related to Danielson on 3/26/11
- Parent participation on SLT and Parents Partnership Committees
- Twitters from Principal
- Coffee with the Principal
- Principal speaks about Danielson at PA monthly meetings
- Principal's newsletter

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Interview committee meets and interviews candidates
- Candidates perform demonstration lessons
- Mentoring for first year teachers provided by experienced staff
- Off site professional development
- Teachers select professional goals
- Learning Walks
- Subject and Grade specific Inquiry Work
- Frequent informal feedback using Danielson rubric
- Subject are conferences/professional development

**Service and program coordination**

Use of Network resources to support teacher development

Use of local partnerships with universities (Fordham, Manhattan, and Lehman) for teacher and leadership development

Use of DOE provided materials

**Budget and resources alignment**

Teacher preparation periods – no cost to school

Use of DOE Inquiry Funds to support Inquiry Work

Use of Title III funds to support supplemental programs

Use of FSF to cover salaries of staff (teachers, counselors, aides, administration)

No Title I funds available

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

<b>Name of Academic Intervention Services (AIS)</b>	<b>Description</b>
<b>ELA</b>	
<b>Mathematics</b>	
<b>Science</b>	
<b>Social Studies</b>	
<b>At-risk Services provided by the Guidance Counselor</b>	
<b>At-risk Services provided by the School Psychologist</b>	
<b>At-risk Services provided by the Social Worker</b>	
<b>At-risk Health-related Services</b>	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

### **III. Student Responsibilities:**

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

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** \_10x141\_\_\_\_\_ **School Name:** \_\_\_David A Stein Riverdale Kingsbridge Academy MS/HS 141

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic             Focused             Comprehensive

**Intervention:**     School Quality Review (SQR)             External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)             Not Required for 2011-2012

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

#### **ELA SWD**

This subgroup did not make adequate progress as measured by the NYS ELA exam. Some factors contributing to their lack of progress are poor attendance and behaviors that inhibit learning within the classroom. To compound the issues within our own school, some of these students were assigned to alternative long-term suspension sites, and their data is ultimately attributed to our school. Additionally in our 2010-11 SQR, our superintendent wrote the following:

- Promote greater consistency in differentiated instruction so that lessons reflect challenge for all students with multiple entry points.
  - Teachers are keen to provide learning opportunities that lead to raised achievements but planning for differentiation is variable across the school. Lessons lack varied tasks or instructional pedagogy to support lower achieving students. This inconsistent level of differentiation results in lack of multiple entry points for lower achieving students.
  - The school successfully provides challenging courses for students in the Honors program. However, the same level of challenge is not sufficiently evident in non-Honors classes with some lessons being more teacher directed leading to less student interaction. As a result, progress in the middle school is limited.

#### **ELA ELL**

This subgroup did not make adequate progress as measured by the NYS ELA exam. The major factor leading to this determination was that 11 of our students who did not take the test because they had recently arrived in the U.S. were listed by the state as "non-tested" and counted against us.

Additionally in our 2010-11 SQR, our superintendent wrote the following:

Align assessments to the school's English language arts curriculum to adjust instructional decisions since students did not make adequate progress as indicated on the current middle school Progress Report.

- The school administers diagnostic assessments in all content areas periodically to measure student progress. However, the assessments for English Language Arts in the middle school are not uniformly aligned with the curriculum therefore it is difficult to effectively monitor school wide progress and curricular effectiveness.
- Teachers use the information generated by formative and summative assessments to identify instructional strategies and interventions needed in tutorials. However, there is inconsistent use of the information to differentiate instructional strategies in the classroom. As a result, differentiation continues to be an area that needs further development.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

As our areas for improvement include ELA SWD and ELLs, listed below are the academic approaches employed in all related subjects.

**ELA:**

1. Each MS ELA teacher will identify students based on proficiency rates on the May 2011 ELA examination and target specific learning needs using formative and summative assessment data to be discussed as a team throughout the year on a weekly basis and through one-on-one conversations. Team meetings will surround the discussion of differentiating instruction and monitoring progress of all students with special attention to ELL and SWD students to ensure students are making progress throughout the year and strategize for areas of need.
2. Teachers will maintain tracking sheets to assess student progress and assess specific areas of needs among all students so as to differentiate instruction.
3. ELA teachers will track student progress through the study of individual student item analysis. Specific student needs will be identified and their needs met through differentiated instruction.
4. Supervisor will regularly meet with teachers to discuss student progress in critical thinking, reading, writing, and formulating constructed responses.
5. Supervisor will provide professional development opportunities and materials to teachers to enhance professional practice. In addition, Supervisor will prepare for and conduct its annual ELA parent meeting to facilitate reading at home and increase parent participation.
6. Supervisor will assist Common Planning teams to devise practical and appropriate formative assessments to be assigned in September, December, February, and April. Progress tracking tools will be discussed in common planning and individual conferences with supervisor. Common planning teams will work together to develop anchor lessons aligned to unit pre and post- assessments to facilitate alignment of curriculum and assessments.
7. Supervisor will work closely with teachers to ensure a smooth adoption of the new ELA and Genre Studies curricula and hold meetings throughout the year (at least once per marking period) to discuss areas for revision of curriculum.
8. Supervisor will monitor ELA portfolios every marking period to ensure quality work and a consistent approach to marking student work.

**Social Studies:**

9. Each middle school Social Studies class will take a baseline DBQ assessment to assist teachers in determining both immediate and long-term skill needs of students in this form of writing.
10. In Social Studies classrooms writing skills will be documented in the form of in-class portfolios that will be developed and passed on to future teachers. Supervisor will monitor portfolios on a marking period basis.
11. The teachers in the middle school Social Studies team will collaborate to develop a minimum of four unified assessments for the grades they teach, which assess the skills listed. They will then analyze results to refine practice and track each class's growth using the same analysis and evaluation methods used for each of the unified exams.
12. Social Studies and ELA middle school teachers will work to develop meaningful lessons to address specific needs as referenced in the 2011 ELA student item-analysis. Areas in immediate need of improvement include reading captions, headings, using textual support, interpreting data, facts, and ideas from informational texts by applying thinking skills. Among other skills to be identified and discussed as teacher teams. AP Instruction will facilitate professional development on meeting these specific areas of need in both the ELA and content-area classrooms.

**ESL:**

13. By June 2012 85% of ELL students will display one year's progress on the ELA examination as per results in individualized growth percentiles.
14. ESL teachers will provide instruction using non-fiction texts and paired passages through the vehicle of speaking, listening, reading and writing activities. Supervisor will encourage ESL teachers to use additional assessment and instructional tools such as the Wilson Reading program and the Fountas and Pinnell leveled reading program to provide targeted instruction to ELL students and enhance their reading and writing skills. This will be implemented with surrounding professional development on these various reading programs including the use of on-line resources such as Castle Learning and the use of alternative instructional strategies to target the Long-term ELL population.
15. ELL coordinator will facilitate and deliver professional development opportunities to assist ELL teachers so as to address all learning needs of students.
16. ELL coordinator (Ms. Tramantano) will ensure continued parent outreach in addition to compliance matters regarding ELL administrative matters.

**Special Education:**

17. By June 2012 85% of self-contained students will display one year's progress on the ELA examination as per results in individualized growth percentiles. Special education teachers will work closely with community members to ensure student progress. Teachers will maintain data logs on student progress, and use the data tracking tool to scaffold instruction in areas of need, in addition to monitoring student progress.
18. Special Education teachers will regularly meet to discuss student progress. Instructional A.P. of Special Education will facilitate lunch and learn meeting to assist general education teachers in meeting the needs of the SWD. A.P.
19. Ms. Tramantano will regularly meet with Special Education teachers to discuss instructional decisions in the special education classroom and to provide on-going professional development opportunities.

20. Teachers will work with identified students in "Homework Help" to provide additional ELA, Math, etc. help to assist middle school students with proficiency in deficient areas. Ms. Tramantano will work with Mr. Berlow and Mr. Cushing (Department Assistants) to provide materials and assistance to teachers providing mandated and additional support to all middle school students during the extended day schedule.

As our areas for improvement include ELA SWD and ELLs, listed below are the non-academic approaches employed in all related subjects.

#### **Instructional strategies/activities**

- Overcoming Obstacles curriculum to be taught by all MS social studies teachers one time per week, reminders on daily announcements, quote of the week posted in all classrooms (OO provided at no cost to the school)
  - Curriculum and pacing calendar set in August
  - Free training in September, headed up by deans
  - Committee forms in September
  - Daily announcements- O'Mara
  - Quote of the week- Ferreira
  - Bulletin boards- deans/counselors
  - Follow up via student, faculty, parent survey in November, February, and April
- PBIS approach implemented with fidelity and consistency-
  - Led by PBIS committee (forms in September and meets monthly led by Ms. Ferreira, Ms. Miller, Ms. O'Mara) and implemented by all staff
  - RKA Bucks ready for distribution by staff in Sept.
  - Grade level assemblies for MS in September
  - Signage created and posted to illustrate R.K.A. in September
  - Redemption activities already on calendar and added as needed- some financial support from GSF and PA needed
  - PBIS incentives- most rewards are low cost to the school and can be covered with minor per session amounts. We will look to the community and parents association (mini grants) to help support incentive program. Some prep period coverage to be covered by school.
  - Follow up via student, faculty, parent survey in November, February, and April
- Displays of student artwork throughout halls.
  - Work created in art class/club throughout year
  - Posted artwork for November P/T conferences
  - Artwork supplies are already funded by school.
- Attendance incentives- monitored by Ms. Shulman
- Development of clubs and activities led by RKA teachers
  - Clubs and activities- teachers funded through AIS time, minor fees will be funded by school
  - Club proposal sheets collected from teachers in June 2011
  - Development of after school program after MS test scores arrive- August 2011
  - Clubs to begin mid-September
  - Attendance monitored monthly by O'Mara
  - Follow up via student, faculty, parent survey in November, February, and April
- Revised approach to activities planning including special new events such as Homecoming Week, HS Semi-Formal, staff BBQ, staff Field Day
  - New COSA to begin in Sept: Ms. Puello
  - Student government elections in September
  - Weekly student government meetings begin October 1, O'Mara to attend one meeting per month
  - Use of Parents Partnership group (monthly meetings) to support activities
- More teachers using Snapgrades (last year 60%, target for 2011 is 70%)
  - split the cost with Parents Association
  - Training in Sept conducted by Ms. Quehl
  - Listing of Snapgrades teachers publicized to parents by Set back to School Night
- Voluntary college trips for underclassman at family's expense.
  - Shulman to plan beginning in October with a Spring target date
- Daily muster meeting of admin and deans beginning in September
- You make a Difference Awards 4 times a year- O'Mara
- Increased communication- all O'Mara responsibility and on a monthly timetable
  - Coffee with the Principal
  - Just Deserts
  - Principal's Newsletter
- Enhanced alternatives to suspension including services to support better behavior
  - SAPIS worker to meet bi-weekly with Ms. Shulman to discuss progress and school trends
  - SW Kagedan to begin Oct 1- partnership with RMHA- 3 days a week, Room 156
    - referral of LTA cases to part-time social worker
- Implementation of FBA/BIP for students with 8+ days of suspension

- Training in November conducted by network team for all teachers
  - Revamping of IST/Pupil personal team- led by Ms. Benitez, Mr. Siracusa, Ms. Miller- October
  - Establishing protocol for writing and revisiting FBA/BIP
- 

**Part B: For Title I SINI Schools Only**

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 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.

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Corinne Rello-Anselme</b>	District <b>10</b>	Borough <b>Bronx</b>	School Number <b>141</b>
School Name <b>MS/HS 141 Riverdale Kingsbridge Academy</b>			

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

Principal <b>Lori O'Mara</b>	Assistant Principal <b>Johanna Tramantano</b>
Coach	Coach
ESL Teacher <b>Loretta Bellom</b>	Guidance Counselor <b>Monica Kauschinger</b>
Teacher/Subject Area <b>Sara Stoler-ELA</b>	Parent <b>Nancy Moukas</b>
Teacher/Subject Area <b>Michael Hirsh-Special Ed/SS</b>	Parent Coordinator <b>Julie Prince</b>
Related Service Provider <b>Catherine Benitez</b>	Other <b>S. Lustig-Data Specialist</b>
Network Leader <b>Bob Cohen</b>	Other

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>7</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>1</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>1350</b>	Total Number of ELLs	<b>93</b>	ELLs as share of total student population (%)	<b>6.89%</b>
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## Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

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 if a language other than English is reported on the HLIS. We then administer the Language Assessment Battery-Revised (LAB-R) within 10 days. The Spanish LAB is administered during the same test administration for Spanish-speaking ELLs. The principal, Assistant Principal of ELLs or the ELL teacher 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, and 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, the student and parent interview is conducted, and the parent is immediately informed on the the ESL options available. The LAB-R exam is discussed. We use the EPIC Facilitator's Guide for resources to assist with parent communication and to share important information with parents regarding the various ESL programs available. All necessary steps are taken to ensure that ELLs are evaluated annually. This is done through the careful study of such ATS reports including the RLER. The testing coordinator, ELL coordinator, assistant principal, and teachers work together to ensure that all four NYSESLAT components are administered ti ELL students.
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 requested by the parents. 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. As a community school with close ties with parents, if a chosen TBE/DL program becomes available we will ensure that parents are notified through our weekly bulletin, newsletters, phone calls home, and the use of EPIC parent notification letters. 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 in the parents' native language when possible. An 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 in addition to communicating with students. Parents are notified of the different programs available in New York City (TBE, DL, and ESL).

4. We administer the Language Assessment Battery-Revised (LAB-R) within 10 days of entry into the school system. Based on parent choice and 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, including an explication of the three ESL program models available in New York City. 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 noticed a trend, with over 95% of parents requesting the freestanding ESL program. With the new ATS screen (ELPC) our school has increased its vigilance in monitoring parent choice of program. While in the past a majority of parents have selected the ESL program model, this year we have noticed that of the 72% of the newly admitted ELL students' parents would prefer the ESL program model, while an increasing 28% has indicated an interest in the Transitional Bilingual program model. Though in the past we have not had a Transitional Bilingual Program, due to the number of Spanish speaking ELLs and parent interest in the program, we are in the process of evaluating our ESL services to meet parent choice and student needs and we are considering the TBE model for next year.

6. In RKA parent choice is indicated for a freestanding ESL program, though we are noticing an increased interest in the Transitional Bilingual Program model which we are considering for next year.

## Part III: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Push-In														0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>6</b>

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups						
All ELLs	93	Newcomers (ELLs receiving service 0-3 years)		36	Special Education	22
SIFE	2	ELLs receiving service 4-6 years		19	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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	49	2		22		6	22		5	93
<b>Total</b>	<b>49</b>	<b>2</b>	<b>0</b>	<b>22</b>	<b>0</b>	<b>6</b>	<b>22</b>	<b>0</b>	<b>5</b>	<b>93</b>

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

### C. Home Language Breakdown and ELL Programs

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

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

Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							17	18	9	11	2	4	1	62
Chinese														0
Russian							3	4	2					9
Bengali														0
Urdu									1					1
Arabic								2		1	1			4
Haitian							1							1
French									1					1
Korean							1							1
Punjabi														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian								4	0					4
Other							3	2	2	2			1	10
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>25</b>	<b>30</b>	<b>15</b>	<b>14</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>93</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

1A. 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 ten total periods of ELA instruction for our middle school students, 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

## A. Programming and Scheduling Information

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. 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. This year, we have added two additional instructional periods in ELA classes for all of our students, in addition to the development of a brand new curriculum. All students are scheduled for five periods of ELA and five periods of an additional course titled "Genre Studies." These two ELA curricula work in tandem to improve our students' critical thinking skills in addition to their skills. Teachers use test data to drive instructional decisions, and differentiate to meet all of our students' needs. This ensures that our ELL students' needs are met.

We are aware of the scaffolding that students in an ESL Freestanding program need, and so, provide additional instruction, classes and tutorials to students through extended day and after school programs (through our CBO) 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 as well as are given opportunities to develop language in a social context--by interacting with other classmates.

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.

The ESL teachers work closely as a team and with content-area teachers to ensure that the students' needs are met. In addition to the ESL methodologies they provide to students, Advanced ELLs receive differentiated ELA instruction by their ELA teacher to facilitate language acquisition and fluency.

3. Students in the content areas are taught in English. Sixth grade students are placed in specific regular education classes for

## A. Programming and Scheduling Information

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

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL	
100%				
75%	4. When deemed necessary, students are administered the Spanish LAB exam to determine students' strength in their native language when necessary. Furthermore, according to entitled testing modifications, students are given the option to test in their native language when possible.			
50%				
25%				
100%				
75%		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 best matches their current skill level. In addition to consistent communication between teachers, ELL coordinator and administrators, the parent coordinator and other		
50%				
25%				
100%			made available as much as possible. If necessary, the student may need additional support with letter recognition and word patterns and will benefit from such programs as the Wilson reading program.	
75%				
50%				
25%				
B. ELL's who have been in the U.S. for less than				
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	

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

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.

## B. Programming and Scheduling Information--Continued

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

## A Programming and Scheduling Information

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. Targeted intervention programs are developed based on student needs. ELA and Math students who are ELLs are placed in the appropriate extended day tutoring. This is accomplished through a close analysis of their test scores. Beginning ELL students receive additional ELL support through engaging group activities, instruction games, in addition to the use of the computer lab to use interactive programs including the Castle Learning system. In addition, our local CBO provides parents with free or low-cost homework help and other activities for all students after the regular school-day. This year we have dramatically improved on our ELA offerings for our students in the middle school and enhanced the curriculum in the high school. In addition to programming students for 2 additional periods of ELA (totalling 10 periods a week), our students are learning through a new curriculum. Students are now receiving an "ELA" course in addition to a "genre-studies" course. The genre studies course was born out of a close analysis of student data to meet the needs of our students in ELA. Designed to engage and motivate reluctant readers, it also circles around research-based strategies to target students' areas of weakness and provide various entry points in each lesson to engage students and develop their skills. One additional programming change this year includes the use of an "extended day" program option which allows students additional support in all subjects. Students who received a level 2 or lower on the math and ELA are mandated for additional help during this periods which occur three times per week (Tuesday, Wednesday and Thursday). Students receive help in all content areas classes, including Social Studies, Science, Math, ELA, and any other coursework). Teachers also offer office hours and homework help during this time. Our in-house CBO also offers additional services beyond the school day, and many of our ELL students attend these opportunities. When possible, students are provided with glossaries, and instructional materials in their native language to assist with content-knowledge comprehension.

9. Continued support includes giving students the test accommodations that they are entitled to. Additionally, students are given the opportunity to attend teacher's office hours, after school homework help tutoring, clubs, and additional academic services to assist with the transition. Teachers use ELL data to differentiate lessons and assessments to meet their needs as much as possible.

10. In the fall of 2011 we plan to continue offering our current freestanding ESL program and continue to ensure students are grouped by proficiency levels. We have implemented a school-wide Extended Day option that allows us to work with more of our student populations as well as ELL students. In addition to ELL specific groups, all students can partake in student-centered clubs that are both academic and recreational, allowing students to meet together based on common needs and interests. 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. Additionally the structure of ELA classes has changed with a new curriculum to increase time on-task.

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

12. 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. The parent-coordinator and bilingual social worker frequently communicate opportunities in the school to parents. The ESL coordinator also speaks with parents to ensure that all ELLs are afforded equal access to all programs. Special-interest clubs are also available three times a week during the extended day programs including academic clubs such as Model UN that assists advanced ELL students with public speaking in addition to building a sense of a multi-cultural learning community. In the content areas, teachers have received and will continue to receive professional development on assisting students to access their prior knowledge and vocabulary through the application of differentiated strategies to meet student needs. With beginning to intermediate

## B. Programming and Scheduling Information--Continued

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

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**Courses Taught in Languages Other than English** 

**C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

Math:

**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 1-3 here

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 and provides opportunities for teachers to engage in these learning experiences; this includes professional development opportunities provided through our network and beyond. 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 various professional development opportunities

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, and the use of state approved glossaries.

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 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. Staff members are offered various professional development opportunities in the form of Lunch and Learns and using data to make targeted instructional decisions.

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.

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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.

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

**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?

Paste response to questions 1-4 here

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. In addition, many of our staff members are native speakers of various languages and often assist with translation as needed. Our bilingual social worker and School-Based Support Team assists with translation as needed. When necessary, we also reach out to the Department of Education's Translation Services.

3. We ask parents to complete surveys periodically throughout the year to evaluate their needs from the school. In addition, we hold various parent meetings throughout the year to discuss relevant matters; this year our Principal has a "Coffee with the Principal" opportunity on a monthly basis, encouraging parents to join her for coffee and discuss various topics pertaining to parent matters. Many parents have been involved with this and additional community opportunities provided throughout the year. Parent communication also remains consistent with teachers' monthly "blurbs" delineating what they are doing in class, and monthly newsletters from the principal to parents. The parent coordinator also hold monthly parent workshops and often speaks with the ELL coordinator regarding parent concerns and interests. The ELL coordinator frequently communicates with ELL parents, beginning with the ESL Orientation at the beginning of the year. As a community school, the ELL coordinator ensures consistent communication with the parents of ELLs throughout the year to ensure student and parent needs are being met.

4. Parent Outreach: An ESL Orientation was held in September to familiarize incoming parents with our ESL program on September 27, 2011. 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 2012. 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.

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

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

**Native Language Usage and Supports**

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

<b>Native Language Usage/Support</b>	<b>Transitional Bilingual Education (TBE)</b>
100%	
75%	

## B. Programming and Scheduling Information--Continued

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9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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15. Do required services support, and resources correspond to ELLs' ages and grade levels?
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12. 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. The parent-coordinator and bilingual social worker frequently communicate opportunities in the school to parents. The ESL coordinator also speaks with parents to ensure that all ELLs are afforded equal access to all programs. Special-interest clubs are also available three times a week during the extended day programs including academic clubs such as Model UN that assists advanced ELL students with public speaking in addition to building a sense of a multi-cultural learning community. In the content areas, teachers have received and will continue to receive professional development on assisting students to access their prior knowledge and vocabulary through the application of differentiated strategies to meet student needs. With beginning to intermediate students this may mean the use of vocabulary-building exercises. With more advanced students, this may take on a different guise depending

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

#### 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 and provides opportunities for teachers to engage in these learning experiences; this includes professional development opportunities provided through our network and beyond. 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 various professional development opportunities

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, and the use of state approved glossaries.

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 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. Staff members are offered various professional development opportunities in the form of Lunch and Learns and using data to make targeted instructional decisions.

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

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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.

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## 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?

Paste response to questions 1-4 here

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. In addition, many of our staff members are native speakers of various languages and often assist with translation as needed. Our bilingual social worker and School-Based Support Team assists with translation as needed. When necessary, we also reach out to the Department of Education's Translation Services.

3. We ask parents to complete surveys periodically throughout the year to evaluate their needs from the school. In addition, we hold various parent meetings throughout the year to discuss relevant matters; this year our Principal has a "Coffee with the Principal" opportunity on a monthly basis, encouraging parents to join her for coffee and discuss various topics pertaining to parent matters. Many parents have been involved with this and additional community opportunities provided throughout the year. Parent communication also remains consistent with teachers' monthly "blurbs" delineating what they are doing in class, and monthly newsletters from the principal to parents. The parent coordinator also hold monthly parent workshops and often speaks with the ELL coordinator regarding parent concerns and interests. The ELL coordinator frequently communicates with ELL parents, beginning with the ESL Orientation at the beginning of the year. As a community school, the ELL coordinator ensures consistent communication with the parents of ELLs throughout the year to ensure student and parent needs are being met.

4. Parent Outreach: An ESL Orientation was held in September to familiarize incoming parents with our ESL program on September 27, 2011. 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 2012. 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
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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)	0						3	6	3	0	1	0	0	13
Intermediate(I)							11	3	10	2	1	2	1	30
Advanced (A)							13	8	7	3	0	1	2	34
Total	0	0	0	0	0	0	27	17	20	5	2	3	3	77

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	1	0	1	0	0
	I							6	3	2	1	0	0	2
	A							13	7	5	1	0	2	1
	P							14	12	15	3	4	1	3
READING/ WRITING	B							3	4	3	0	1	0	0
	I							11	3	10	2	1	2	1
	A							9	6	7	3	0	0	1
	P							12	6	3	0	3	1	4

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	13	9			22
7	3	10			13
8	2	8			10
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			0
5									0
6	8	4	8	3	1	1	1		26
7	4	1	7	0	3	0	0		15
8	1	1	4	2	4	2			14
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	2	1	4		2	3			12
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	4	0	3	0
Integrated Algebra	4	4	1	1
Geometry	0	1	0	1
Algebra 2/Trigonometry	3	0	2	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	3	0	2	0
Earth Science	2	1	0	0
Living Environment	3	3	2	3
Physics	0	0	0	0
Global History and Geography	3	1	0	0
US History and Government	3	0	1	0
Foreign Language				
Other				
Other				
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

## Additional Information

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

## Part VI: LAP Assurances

<b>School Name: <u>MS/HS 141</u></b>		<b>School DBN: <u>10X141</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lori O'Mara	Principal		10/26/11
Johanna Tramantano	Assistant Principal		10/26/11
Julie Prince	Parent Coordinator		10/26/11
Loretta Bellom	ESL Teacher		10/26/11
	Parent		10/26/11
Michael Hirsh	Teacher/Subject Area		10/26/11
Sara Stoler	Teacher/Subject Area		10/26/11
	Coach		
	Coach		
Monica Kauschinger	Guidance Counselor		10/26/11
Bob Cohen	Network Leader		10/26/11
Sheilagh Lustig	Other <u>Data Specialist</u>		10/26/11
Catherine Benitez	Other		10/26/11
	Other		1/1/01
	Other		1/1/01

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 10X141      **School Name:** RKA MS/HS 141

**Cluster:** 01      **Network:** HOT 104

**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**

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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.

Use of ATS Reports such as the Home Language Aggregation and biographical rosters. Also, a close study of the HLIS forms (whether parent preferred to fill it out in their native language), informal data collected during the annual ESL orientation, and direct on-going communication with parents provides us with a good pictures of translation and interpretation needs. We have 36 languages in total, but there are 8 major ones (Spanish, Korean, Chinese, Russian, Urdu, Albanian, Bengali, and Arabic). After reviewing the school's Emergency Blue Cards, it is evident that parents prefer communication in English for the majority (90%). The other language that is most requested is Spanish. 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 DOW in English and other languages for which it had been translated for distribution to parents who speak the related language. Every September, an ESL Parent Orientation is held by the Assistant Principal/Coordinator of ELL services. Entitlement Letters and Program Selection Surveys are administered to parents in both English and in the native language of the family as indicated on the HLIS form they completed during enrollment. During the ESL orientation, parents are offered the ESL orientation video in their native language as well.

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.

The Home Language Aggregation Report and the Place of Birth Report were used to identify the language needs of our students' families. Our findings indicated the following languages other than English to be predominant within our school community: Spanish (352), Russian (27), Albanian (41), Korean (15), Bengali (13), and Arabic (10). This information is shared with the community in nearly every publication we create about our school (pamphlets, video, PA documents, etc.) and was communicated by the principal to faculty and staff via faculty conference the diverse ethnic groups in which we serve and their percentage in comparison to our total population. In addition, in preparation for parent-teacher conferences, the school administration informs

all personnel in writing where and to whom 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. 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. Our School Leadership Team also collaborates with the principal to inform our parents/guardians of these services so families can stay abreast of new developments within our school.

## **Part B: Strategies and Activities**

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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.

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. Student needs and service adjustments which need to be communicated to parents will be identified by the supervising Assistant Principal. 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. If other language translations are needed, we will reach out to 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 Aide

Albanian  
Alberita Rugova, Student

Hebrew  
 Amit Kashi, Teacher

Czechoslovakian  
 Paula Zelazny, Secretary

Russian  
 Paula Zelazny, Secretary

French  
 Johanna Tramantano, Assistant Principal

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.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: RKA MS/HS 141	DBN: 10X141
Cluster Leader: Corinne Rello-Anselmi	Network Leader: Bob Cohen
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 93 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 5 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 1

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The 2011 Progress Report indicates that ELLs in our school make less than average progress and tend to remain on Levels 1 and 2. In addition, in 2011 we received a higher than average number of ELL students at the beginning level. Offered after and before the normal school day, our supplemental instructional program for students in grades 6-8 is led by ELL and special education teachers three days a week, and it is designed to build vocabulary, reading and writing skills. These students are assigned according to their most recent ELA and math assessment. ELL students are programmed for the supplemental instructional program and are grouped according to proficiency level. The program runs from February 13, 2012 to May 10, 2012. Our supplemental instructional program meets in one of the following out-of-school time schedules:

Mondays from 7:20-8:20 and 2:40-3:40 ELL students are placed in a class with both a bilingual and a special education teacher who will team-teach.

An ESL teacher will be instructing a group on Mondays from 2:40-3:40 and Tuesdays through Wednesdays from 7:20-8:20.

A third group meets from 3:30- 5:00 PM on Tuesdays and Thursdays.

Total 120 hours

The 2011 HS Progress Report also indicated that ELLs in our HS struggle with credit accumulation. We are now offering Skills Remediation Sessions after school staffed by a licensed bilingual special educator to remediate students in key skills so that they can complete their homework independently because homework completion is a key factor in credit accumulation. This is offered by one assigned teacher for one hour, three days a week from February 1 to May 16, 2012. A Regents Prep program is offered to ELL students for Global History and ELA, two areas where our ELL students struggle. It is offered 2 times a week for 2 hours a day 3 weeks prior to the June Regents testing period (5/9/12-6/6/12). This class is led by a licensed bilingual special educator. 65 hours total.

To support ELLs and recently proficient ELL students in the content area, teachers use Castle Learning, which provides many materials in Spanish, in addition to ESL support. Teachers of all of the above programs (Skills Remediation Sessions, Supplemental Instruction Programs) use Castle Learning to create materials and provide Spanish language math examples. Furthermore, students are provided with glossaries to assist them during class time and beyond the school day.

### Part C: Professional Development

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

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

Begin description here: The school's ESL teachers have attended professional development opportunities through OELL/NYCDOE and the school's Network, for example: Brain-Based research on November 2, 2011; ELL K-12 Literacy Conference on December 7, 2011; ELLs and the Common Core Standards, February 3, 2012; Understanding Math and Science Language Demands for ELLs; Training for free pilot of English 3D. ESL teachers turnkey instructional strategies in inquiry teams and faculty conferences.

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 and provides opportunities for teachers to engage in these learning experiences; this includes professional development opportunities provided through our network and beyond. 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. The assistant principal also provides monthly Lunch and Learn sessions to teachers of all subjects on engaging all learners, with a focus on ELL students.

This year, through our Grade-level team meetings, 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.

### Part D: Parental Engagement Activities

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

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

#### Part D: Parental Engagement Activities

Begin description here: 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 (in Russian, Chinese, and Spanish) 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. Parent Workshops for parents of ELLs are provided monthly on the last Monday of each month beginning at 7:00 PM. The Assistant Principals of each content area provide the workshops centered on helping students be their most successful in each content area. For example, on October 25, 2011 the ELA department 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.

We partner with the Riverdale Community Center (our CBO) to offer literacy classes to ELL parents. These classes are offered to parents on Tuesday evenings and Saturday mornings in two 10-week sessions per year. (Oct-Dec and March-June). The instructor is a licensed English teacher.

In addition, many of our staff members are native speakers of various languages and often assist with translation as needed. Our bilingual social worker and School-Based Support Team assists with translation as needed. When necessary, we also reach out to the Department of Education's Translation Services.

We ask parents to complete surveys periodically throughout the year to evaluate their needs from the school. In addition, we hold various parent meetings throughout the year to discuss relevant matters; this year our Principal has a "Coffee with the Principal" opportunity on a monthly basis, encouraging parents to join her for coffee and discuss various topics pertaining to parent matters. Many parents have been involved with this and additional community opportunities provided throughout the year. Parent communication also remains consistent with teachers' monthly "blurbs" delineating what they are doing in class, and monthly newsletters from the principal to parents. The parent coordinator also hold monthly parent workshops and often speaks with the ELL coordinator regarding parent concerns and interests.

The ELL coordinator frequently communicates with ELL parents. As a community school, the ELL coordinator ensures consistent communication with the parents of ELLs throughout the year to ensure student and parent needs are being met. 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 2012. 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 E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11780

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	\$7,775	Per-session for Regents Prep/ Math and ELA tutoring for ELL students. Parent orientations, curriculum nights, after school programs per-session. 185 hours
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	\$100.	Fountas and Pinnell curriculum access for ESL teachers, professional development opportunities, conference fees
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$2,405.	Glossaries, texts purchased to support LEP students. Spanish interactive reader workbooks for LEP students in the 6th grade.
Educational Software (Object Code 199)	\$1,500	Castle Learning online program- ESL resources and Regents exams available in languages other than English
Travel		
Other		
<b>TOTAL</b>	<b>11,780.</b>	