



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 446 RIVERDALE AVENUE COMMUNITY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 23K446

PRINCIPAL: MEGHAN K. DUNN

EMAIL: MDUNN6@SCHOOLS.NYC.GOV

SUPERINTENDENT: AINSLIE CUMBERBATCH

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
Meghan Dunn	*Principal or Designee	
Tawana Vasquez	*UFT Chapter Leader or Designee	
Vacancy	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Camille Barber	SLT Chair/Parent	
Marissa Thornton	Secretary/Teacher	
Domonique Glover	Financial Liason/Teacher	
Annette Blackwood	Member/Parent	
Sharee Cooper	Time Keeper/Parent	
Tosha Wheeler	Member/Parent	
Keisha Hewett	Member/Teacher	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- To improve the effectiveness of teacher practice by focusing on a minimum of two school-selected competencies aligned with *Danielson's Framework for Teaching*.

By June 2013, 75% of classroom teachers will improve one level in at least two competencies, aligned with *Danielson's Framework for Teaching*, including the culture of learning and 1e, 3b or 3d.

Comprehensive needs assessment

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

The goal is aligned with the citywide instructional expectations. As a new school, it is imperative that administration and school-based staff provide support to the teaching staff, in a process of creating more effective teachers. It is also important for administration to engage in frequent classroom visits and feedback sessions. Furthermore as a new school, it is critical that there is a focus on the culture of learning as we continue to build our school.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- All teachers will meet with the principal to engage in a self-assessment on their strengths and areas in need of improvement, aligned with the four domains of *Danielson's Framework for Teaching*. Teachers will use the results of the self-assessment, combined with personal reflections and informal principal observations to select a competency to focus on. All teachers will focus on the culture of learning. Teachers will then work with the principal to establish an action plan for themselves for the year.
- All teachers will hand in hard copies of their actions plans.
- Formal check-ins around teachers' formative growth along the continuum will occur with all teachers in January, April, and June.
- School leader develops professional development opportunities aligned with the areas in need of improvement according to the *Danielson's Framework for Teaching*.
- The Instructional Team will meet to develop specific professional development workshops to strengthen and assess teachers' comprehension of the *Danielson's Framework for Teaching*.
- School leaders will conduct a minimum of two brief, informal observations for each teacher, every month, based on the *Danielson's Framework for Teaching*. Teachers will receive written and/or oral feedback on the execution of their observed lessons.

Strategies to increase parental involvement

- Providing materials and training to help parents work with their children to improve their achievement
- Providing assistance to parents in understanding City, State and Federal standards and assessments

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

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

Tax Levy monies will fund the salaries of the teaching staff. Title I funding will be used for the professional development workshops independent consultants, as well as the addition of an instructional coach.

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

- Students will experience Common Core-aligned instruction in literacy, which will result in increased reading proficiency.

By June 2012, all classroom teachers will plan, develop, and implement 2 ELA units of study aligned to the Common Core Learning Standards, which will lead to 75% of students in first and second grade will increase three reading levels, as measured by Teachers College Running Records.

Comprehensive needs assessment

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

The goal is aligned with the citywide instructional expectations. The implementation of curriculum to the Common Core will help to engage students in authentic tasks and assignments which will support greater student proficiency.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- During August 2012, all teachers will participate in professional development introducing them to the Common Core and the citywide instructional shifts.
- By the end of September 2012, first and second grade teachers will administer the Teachers College Running Records to all their students in order to establish a baseline reading level. This assessment will be re-administered a minimum of four times a year.
- Three progress reports a year, between scheduled report card conferences, will be sent home in order to update parents on students' progress and give home action steps for parents and students.
- All teachers will meet on a monthly basis with the instructional coach for planning of instructional units.
- All teachers will read Understanding Common Core State Standards by John Kendall.
- Teachers will be offered the opportunity to attend Network led professional development around the Common Core State Standards.
- The principal and instructional coach will provide timely feedback on all units of study.
- During inquiry meetings, teachers will look at student work products that were produced at the conclusion of the units and discuss instructional and curricular implications

Strategies to increase parental involvement

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

Parents will be provided with interim progress reports three times a year, addressing student's progress. The Parent Coordinator will facilitate workshops to involve parents in supporting reading instruction at home.

Budget and resources alignment

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

If other is selected describe here:

Service and program coordination

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

- Bi-monthly 45 minutes Professional Development staff meetings will analyze common core standards and current units of study to make changes as appropriate.
- Set aside funds to hire a literacy consultant to train teachers on literacy assessments and best practices in literacy instruction.
- OTPS used to buy literacy assessments for classroom teachers.
- Set aside funds for per session for Common Core Leadership team, teaching staff and administration

Tax Levy and Title I funds will be used to buy additional literacy instructional materials for classrooms.

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

- Engage parents in the school community and establish lines of communication about their child's academic progress and special activities.

Parents will receive bi-weekly communication from the school, regarding student progress and special events.

Comprehensive needs assessment

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

Investing parents and keeping them informed of their child's academic progress is an important aspect of the school to home connection. As a new school, we need to actively work to develop relationships and partnerships with parents that lead to greater student success.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- All classroom teachers send out weekly homework sheets to parents, focused on upcoming instruction for the week, as well as any reminders.
- Each grade sends out a monthly newsletter highlighting upcoming events
- Progress reports, highlighting student growth and progress are sent out 3 times a year, in between report cards.
- Students who need extra social-emotional support, are put on behavior logs, which are sent home to parents on a weekly basis.
- School uses School Messenger to call home and remind parents about school closings, PTA meetings, and other school events.
- The school sends out a monthly calendar with all the upcoming events.
- School website is available for parents.
- Parent/Teacher conferences included family activities for students and families.
- Parents are invited to participate in field trips.
- Open school in September included opportunities for parents to meet with teachers.
- Various celebrations occur during the year, which parents are invited to.

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

_____ Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

- Grade team leaders facilitate monthly grade team newsletters.
- Set aside funds for per session for school wide open house and curriculum nights.
- Instructional coach holds workshops for parents during the school day.
- Use RTTT money to hire Partnership with Children, who hold parent support group meetings.
- Budget money to hold at least two community building school-wide evening events (example, art show and Dr. Seuss night)
- Budget money to order supplies for events

Title I funds will be used to support teachers being able to stay after and work with parents, as well as provide supplies for parent workshops during the day. Parent support groups will be organized at the school as well.

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Phonics and word study	Small group	After school
	Alphabet recognition, phonemic awareness	One-to-one	During school – 15 minutes 3x/week
Mathematics	Small group, teacher created materials	Small group pull out	After school
		One-to-one	During school – 15 minutes 3x/week
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling	One to One	During School Day
		Small Group	

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

- Administration posts job descriptions at teacher training institutions such as Teachers College, NYU, Hunter, and Brooklyn College
- Administrators attend job fairs hosted by the DOE, colleges, etc.
- Administrators utilize the DOE website to interview DOE identified “Highly Qualified” candidates
- Administrators work with Network HR staff to identify highly qualified candidates
- Administrators seek out candidates with multiple licenses to support the many needs of student body
- A minimum of 2 weeks of paid Professional Development are provided during the summer
- Ongoing professional development is provided to all staff members through Teachers College, CFN 102, Reading Reform Foundation, and other educational institutions
- Establish year-long professional goals with teachers using Danielson Framework
- 4-6 formal observations for all teachers

Parent Involvement Policy

Section 1: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, Riverdale Avenue Community School, *in compliance with the Section 1118 of Title 1, 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. Riverdale Avenue Community 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-Teacher Association, and the Title 1 Parent Advisory Council. The Riverdale Avenue Community School will support parents and families of Title 1 students by:

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

Riverdale Avenue Community School's Parent Involvement Policy was designed based upon an 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 effectiveness of our parent involvement.

In developing the Riverdale Avenue Community School Title 1 Parent Involvement Policy, parents of Title 1 participating students, parent members of the school's Parent-Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title 1 Parent Involvement Policy. To increase and improve parent involvement and school quality, Riverdale Avenue Community School will:

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title 1 program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title 1 Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding the required Title 1 set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title 1 funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and School-Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association and Title 1 Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA)
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; accessing community and support services (access ARIS);
- Provide opportunities for parents to understand the accountability system (e.g. NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report);
- Host the required Title 1 Parent Annual Meeting on or before December 1st of each year to advise parents of children participating in the Title 1 funded program(s), their right to be involved in the program and the parent involvement requirements under Title 1, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act; and
- Translate all critical school documents and provide interpretation during meetings and events as needed.

Riverdale Avenue Community School will further encourage school-level parental involvement by:

- Holding an annual Curriculum night;
- Hosting educational family events/activities throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association, and Title 1 Parent Advisory Council;
- Supporting or hosting OFEA District Family Day events;
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- Providing grade team written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

**PS 446 Riverdale Avenue Community School
School-Parent Compact 2012-2013**

Riverdale Avenue Community School, *in compliance with the Section 1118 of Title 1, 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. Riverdale Avenue Community School staff and the parents of students participating in activities and programs funded by Title 1, agree that this Compact outlines how parents, the entire staff and students will share the responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities

Riverdale Avenue Community School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Our highly qualified teachers will provide high-quality curriculum and instruction to our students in a supportive and effective learning environment. Students will be provided with rigorous and challenging curriculum and instruction.
2. Hold parent-teacher conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held;
 - Tuesday, November 9, 2012 Afternoon & Evening
 - Tuesday March 15, 2013 Afternoon & Evening
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Reports cards are issued to parents three times a year. They are distributed during Parent/Teacher Conferences.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Staff will be available to parents during Open School Night and meetings can be scheduled directly with the teacher.
5. Provide parents opportunities to volunteer and participate in their child's school and to observe classroom activities
6. Involve parents in the planning, review, and improvement of the school's parent involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title 1, Part A programs, and to explain the Title 1, Part A requirements, and the right of parents to be involved in Title 1, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title 1, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title 1, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. Provide to each parent an individual student report about the performance of their child on the state assessment in at least math, language arts and reading.

Parent will:

We as parents will support our children's learning in the following ways:

- Monitor attendance and punctuality.
- Making sure that homework is completed.
- Monitor amount of television their children watch.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school promptly reading all notices from the school or the school district either received by my child, mail or school phone messenger or responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as Title 1, Part A parent representative on the school's School Improvement Team, the Title 1 Policy Advisory Committee, the District Wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Ensuring that students arrive to school on time.
- Ensuring that my child's hygiene is taken care of.
- Monitoring my child's nutritional diet.
- Attending at least two (2) Parent-Teacher Association meetings.
- Using Partnership with Children for support, as needed.
- Keeping an open line of communication with the school.
- Updating all contact information.
- Providing school supplies, when possible.
- Reviewing the discipline code with my child and reinforcing it at home.
- Willingness to learn new technology-based programs that support student learning.

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by the School Leadership Team (SLT) on December 17, 2012.

This Parent Involvement Policy was updated on _____.

The final version of this was updated on _____.

The final version of this document will be distributed to the school community on _____ and will be available on file in the main office.

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

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

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

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012–13

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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Knecht/Sheehan	District 23	Borough Brooklyn	School Number 446
School Name The Riverdale Avenue Community School			

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

Principal Ms. Meghan Dunn	Assistant Principal Ms. Renee Martin
Coach Ms. Jacqueline Coley	Coach
ESL Teacher Ms. Elise Martini	Guidance Counselor type here
Teacher/Subject Area Ms. Marissa Thornton	Parent Ms. Kim Perry – PTA President
Teacher/Subject Area type here	Parent Coordinator Ms. Christine Yancey
Related Service Provider type here	Other type here
Network Leader Ms. Maria Della Regione	Other type here

C. Teacher Qualifications [i](#)

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

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

D. School Demographics

Total number of students in school	193	Total Number of ELLs	8	ELLs as share of total student population (%)	4.15%
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Part II: ELL Identification Process

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

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

1. The steps followed for the initial identification of possible new ELL students at The Riverdale Avenue Community School begin with our pupil accounting secretary notifying our ESL teacher, Ms. Elise Martini. Ms. Martini greets the new student and the family and at this point, the ESL teacher gives the parent the Home Language Identification Survey (HLIS) and conducts the informal oral interview in English. We take advantage of the DOE's telephone translation services during our intake process. Additionally, we have a Spanish-speaking para-professional, Ms. Hernandez, and a Special Education teacher, Ms. Herran who assists with our Spanish-speaking families. If the HLIS survey and the oral interview indicate that the student needs to be evaluated for ELL services, our certified ESL teacher, Ms. Martini administers the LAB-R and the Spanish LAB (if applicable) and

places the child in appropriate services within 10 days of arrival, as per CR Part 154 of the Chancellor's Guidelines. We immediately inform the parent of their child's mandated ELL services and the various service models in person and in writing (in English and their native language).

The steps taken to annually evaluate ELL's using the New York State English as a Second Language Achievement Test (NYSESLAT) include ordering enough exams in October to administer the NYSESLAT to all ELL students in the Spring. The ELL students at The Riverdale Community School will be annually evaluated using the NYSESLAT and administered by the ESL teacher, Ms. Elise Martini. This exam assesses the four major modalities – Speaking, Listening, Reading, and Writing in English to every ELL student in The Riverdale Community School. This assessment provides the teachers, parents, administrators, and students a score and data that reflects each student's level and understanding of the English language. The Speaking portion of the NYSEALAT is administered individually in mid-April 2013 through mid-May 2013. The Listening, Reading, Writing portions of the NYAESLAT are administered to all ELL students between May 8 – May 19, 2013 of this coming spring. I.E.P. guidelines are followed for eligible students. Also, on a monthly basis, the ELL teacher, Ms. Martini, requests an R-LAB and R LAT report to update current as well as new students to ensure all ELL's have received required assessments.

2/3. As soon as a student is deemed eligible for ESL services based on their hand scored LAB-R scores (which are stored in the ESL teacher's compliance binder), the parent is notified with an Entitlement letter in both English and their native language. The Entitlement letter outlines their child's evaluation results as well as the various ELL service models available in the New York City Department of Education: Transitional Bilingual, Dual Language, and Freestanding ESL. This valuable information is presented to parents within twenty days of the start of the school year with a viewing of the EPIC video as well as translated brochures which explain New York City's three service models. In addition, we arrange for the appropriate translators to be present to clarify / answer any and all questions parents may have. After this orientation, parents are given a survey that asks them to rank their preferred service model on a scale of 1 – 3. Each survey is completed and signed by the parents by the end of the Orientation meeting. This process ensures the understanding and completion of all ELL students Survey forms and each Parents Choice of an ESL Program for their child(ren). The surveys are stored in the child's cumulative file with an additional copy stored in the ESL teacher's compliance binder.

4. The Surveys are analyzed and the students placed in a Program. Parents are aware of the fact that, at this time, The Riverdale Community School provides only Freestanding ESL services.

5. Based on survey results, parents are satisfied with ESL services. We are fully aligned with parent requests because as of this year, 4 newcomers out of our 4 ELLs had parent surveys which indicated a preference for Freestanding ESL. Although the parents were presented with all the ELL service options available to their child, as well as the option to transfer schools, all parents decided that they would be comfortable with their child attending The Riverdale Avenue Community School's present Freestanding ESL program. We will continue to make sure that parents are made aware that they are able to choose whichever service model they are most comfortable with, and as a school, we work to ensure that their preference are met. We will also continuously monitor parent choice through the use of the ATS ELPC Screen as parent needs may adjust. Our contact with parents does not stop after this initial step; every year all ELL parents are sent home a continuation or discontinuation of services letter based on their child's performance on the NYSESLAT.

6. We have ongoing Parent Orientations as new ELLs arrive at The Riverdale Community School. As we review the language needs of our parents, we arrange for the appropriate translators to be present. At the orientation, the ESL teacher and other representatives of The Riverdale Community School (the principal, parent coordinator, and classroom teachers have all been present at various orientations) explain the process by which the New York City DOE identifies and services ELLs. We also explain the different services models available to ELLs in New York City public schools. As ELLs continue to be identified throughout the school year, parents will be given the opportunity to view a parent orientation DVD. This DVD presents ELL placement options clearly and objectively and is offered in nine languages. In addition, all parents are given a parent choice brochure in their native language. We had two orientations for all our ELL parents that were scheduled on September 25, 2012; these orientations took place before and after our parent teacher conferences.

Based on parent surveys, informational letters, and conversations at parent orientations, all current ELL parents are aware of their program choices and are comfortable with the pull-out ESL program that The Riverdale Community School provides. As a school, we are aware that we need to offer a bilingual program if there are 15 or more students on one to two grade levels who speak a common language other than English. If we have a drastic increase in our ELL population in the coming years, we will begin to explore that option.

Parent Outreach is accomplished through meetings, conferences, and contact made by our parent coordinator. During our parent meetings we assist the parents in developing a parent buddy system by exchanging telephone numbers and email addresses so they may contact one another about school events/issues. We also have a site-based welcome center in order to keep all ELL parents informed of all school news.

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

offers (check all that apply):

school

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

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

ELL Program Breakdown

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	8	0	4								8
Total	8	0	4	0	0	0	0	0	0	0	8

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

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
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0

Dual Language (ELLs/EPs)

9–12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): _____

Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____

Asian: _____

Hispanic/Latino: _____

Native American: _____

White (Non-Hispanic/Latino): _____

Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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?

We have a freestanding Pull-out ESL program to supplement a full program which includes 90 minutes of ELA and 90 minutes of Math every day, five periods of Science a week, and three periods of Social Studies a week. The teachers work collaboratively with the cluster teachers and service providers to integrate across curriculum areas. Writing is integrated in all subject areas.

2. Through the collaboration of teachers, cluster teachers, and the Administration a schedule is submitted for approval containing the required instructional minutes for all our ELL's as per the CR Part 154. English Language Learners receive between 180 and 360 minutes of Pull-out ESL every week depending on their levels as determined by the LAB-R or the NYSESLAT. The Pull-out services are provided to heterogeneous groups of students across grade levels. ELL students whose Proficiency level is identified as a Beginner or Intermediate level are scheduled to receive 360 minutes per week. Advanced ELL students receive 180 instructional minutes per week. The school ensures that all ELL-SWD's receives services mandated on their I.E.P. by posting all students I.E.P. on the SESIS Program and through the monitoring and supervising by our I.E.P. teacher. If the student's I.E.P. teacher mandates that he/she receives ESL instruction, it is brought to the attention of the ESL teacher by the SETSS teacher. The ESL teacher immediately inputs the student into the schedule for the appropriate minutes per week. All I.E.P.'s should be reviewed in order to make sure each student receives their mandated accommodations as well to understand how each child may interpret / retain information. The ESL teacher works in collaboration with the classroom teachers, the Children First Network (Cluster 3), and the administration to ensure that all of our ELLs (newcomers, long-term, and those with special needs) receive their mandated ESL minutes per week.

A. Programming and Scheduling Information

3. The ESL teacher provides content support for ELL students by meeting with each of the ELL's teachers to find out what topics/themes they are discussing, and the learning strategies they are using in their classrooms. The Riverdale Avenue Community School follows a Balanced Literacy Model that includes a school-wide Literacy Calendar that is followed throughout the grade levels focusing on particular reading and writing skills that are reinforced during our ESL instructional time. The ESL teacher is aware of the various stages of Language Acquisition of each ELL student, and therefore provides age level appropriate visual and audio materials that make content comprehensible and enrich language development throughout instruction. The ESL teacher will also focus on the different genres that reflect the content areas being studied and practicing test strategies that can assist the ELL students during class / formal assessments. The ESL teacher, the classroom teachers, and the support staff work to ensure that all content is appropriately scaffolded to reflect the various needs of our ELLs. Our ELL services are provided in small groups. The small group model gives the ESL teacher an opportunity to work closely with all students and differentiate material as needed.

4. We ensure that ELL's are appropriately evaluated in their native language by conducting an informal interview and completing a survey upon arrival at our school. This helps determine if a student's home language is other than English, or a native language is other than English. Our school takes advantage of the DOE's telephone translation service to ensure we comprehend the student, and may call upon teacher personnel who have a working knowledge of a student's native language to assist as necessary. Initial assessments such as the LAB-R and Spanish LAB-R are administered to help evaluate each potential ELL student. Following directions explicitly, and noting on the answer key if the student's native language interfered with the completion of the assessments is important in evaluating a student appropriately. Also, if an informal assessment is needed to evaluate a student he/she may use both English and the student's native language to complete the assessment.

5. The Riverdale Avenue Community School has a small and varied ELL population that spans three grades and provides services to students from three language backgrounds (Spanish, Arabic, and Fulani) with an extremely wide range of proficiency levels. Our current ELL population is serviced in three small Pull Out groups which will be explained in detail below.

Our eight kindergarten through second grade ELLs are all considered to range from beginner to advanced levels according to the 2012 NYSESLAT and the latest LAB-R scores. Out of this group of eight students, there is two regular education kindergarten students, two regular education first grade students – both of which enrolled as non-english speaking students in September, three first grade students from an CTT class, two of which have an IEP. All of these students receive 360 minutes of Pull Out ESL services every week. Out of this group of eight students; there is one second grade Advanced student from a self-contained 12:1:1 class who has an IEP. This student receives 160 minutes of ESL instructional time per week. Five out of the eight students are newcomers. Three of the newcomers speak little or no English. The newcomers make use of bilingual picture-dictionaries (with teacher assistance), audio books on tape, a library of books in both english and their native language, and are encouraged to respond in writing in both english and their native language. Many of our ELL students struggle with phonemic awareness and reading and listening comprehension. Therefore, we spend time on phonemic awareness through a combination of the Orton-Gillingham Sensory Phonics Read Reform Fundraiser

A. Programming and Scheduling Information

and Foundations (a program that is used in our school-wide ELA program – this is considered a "double dose" and helps reinforce the phonics instruction from the classroom). In addition, we emphasize listening activities and word association along with the Moving into English ELL curriculum and leveled-readers based on the students individual and instructional reading levels as determined by Fountis and Pinnell assessment to differentiate instruction.

5a. Currently, there are no SIFE students enrolled in our ESL Program, nor are there students eligible for ELA testing at The Riverdale Avenue Community School. But if we should have any SIFE students in the future or students eligible for ELA testing we would work to assess each student to determine their individual needs. Our plan is to fully invest in student needs through intervention measures, After-School Programs and to utilize data to drive instruction for our ELL students.

5b. Within our ESL Program model newcomer students receive differentiated instruction by providing materials at varied ability, interest levels as well as their individual learning style. Reading materials that address content and delivered along with daily scaffolds and levels are some ways to differentiate instruction. Providing lessons at varying levels of complexity or at different paces are other ways we offer newcomers ELL students differentiated instruction. It is also critical that newcomers receive not only a large variety of age level appropriate materials, but plenty of visual and kinesthetic opportunities to supplement instruction.

5c /d. At this time, there are no ELL students with 4 or more years of ESL instruction. When our school does include students with four or more years we will provide support for our ELL students in all four modalities: Listening, Speaking, Reading, and Writing. Differentiated instruction allows LTE students to have some choice in how they demonstrate what they have learned. We will offer varied assignments to different students as well as a variety of work products to increase motivation. Not only will we continue to assess their individual abilities, but provide intervention measures if necessary, and utilize all data to drive instruction of our long term ELLs.

6. The instructional strategies and grade-level materials that teachers of ELL-SWDs use that provide access to academic content and accelerate English language development include Multisensory Computers that have text to speech Software Programs for students to read and listen to on a daily basis. These computers give students one on one assistance with speech translation through the Google Translation Link. Use of an Interactive Smartboard will not only reinforce academic concepts, but provide students with a way to cater to their individual learning styles and learning modalities. Many of the technological methods and strategies can align with students I.E.P. goals / modifications. The TPR Strategy is another way to accelerate English language development through acting out stories or singing and dancing to songs that relate to the Science and Social Studies curriculum or focuses on their native language and culture. Classroom teachers use a variety of instructional techniques, including direct instruction, indirect instruction, and experiential learning in order to support students. Using the workshop model, ELL-SWDs are given the opportunity to access grade level appropriate content, while independently practicing relevant skills and strategies. Our word study approach based, on Orton-Gillingham and delivered through Reading Reform Foundation, allows students the opportunity to accelerate their English language development and participate in the general education curriculum. Differentiate instruction also occurs as a standard part of our instructional day, and students are provided with the opportunity to work with their peers and in small groups. In addition, all of our early childhood classrooms are rich with language opportunities for

A. Programming and Scheduling Information

students.

7. Our school meets uses the curricular, instructional, and scheduling flexibility to meet the diverse needs of our ELL–SWD s in the least restrictive environment by making sure that all instructional strategies and grade–level materials the ELL teacher uses align with the New York State Common Core Standards. Providing small group instruction duiring their mandatory 360/180 minutes of ESL classes as well as an additional 37.5 minutes of support services helps to meet the diverse needs of our ELL students. Scheduling flexibility is demonstrated by the ESL teacher adjusting her schedule to Push–In to a classroom to support a students' needs. I.C.T., C.C.T. and general education classrooms were created in our school to support all students and their special needs. Educational Assistants (Paras) are provided if mandated by the students IEP. Our curriculum allows students the opportunity to access skills at a variety of different levels, supporting their overall development. As part of our instructional process, all teachers participate in a six week assessment cycle, where they continually assessed students in order to inform their practice. This allows teachers to create small, instructional groups, targeted to students’ needs. The flexible nature of these groups acknowledges the times when students make progress and continue to move and push them to greater proficiency. This allows us to support ELLs in their least restrictive environment. As a school wide model, all teachers stay or “loop” with their students for multiple grade levels, meaning that teachers are able to form lasting bonds with students and families, and get to students in an individual manner. In subsequent years, teachers are then able to make even more informed choices about studentsCreating teacher–made lesson materials and Pairing students based on ability, all reflect our school working to meet the various needs of our ELLs within the least restrictive environment. In addition, the use of leveled libraries, small group instruction (inside and outside the classroom), the use of multiple modalities, and daily oppportunities for listening and speaking allow ELLs to read and write at their individual instructional level. Grouping students based on ability, creating Cooperative Learning Groups, and scaffolding instruction are other ways in which we meet the diverse needs of our ELL–SWD's within the least restricitive environment.

Courses Taught in Languages Other than English ⓘ

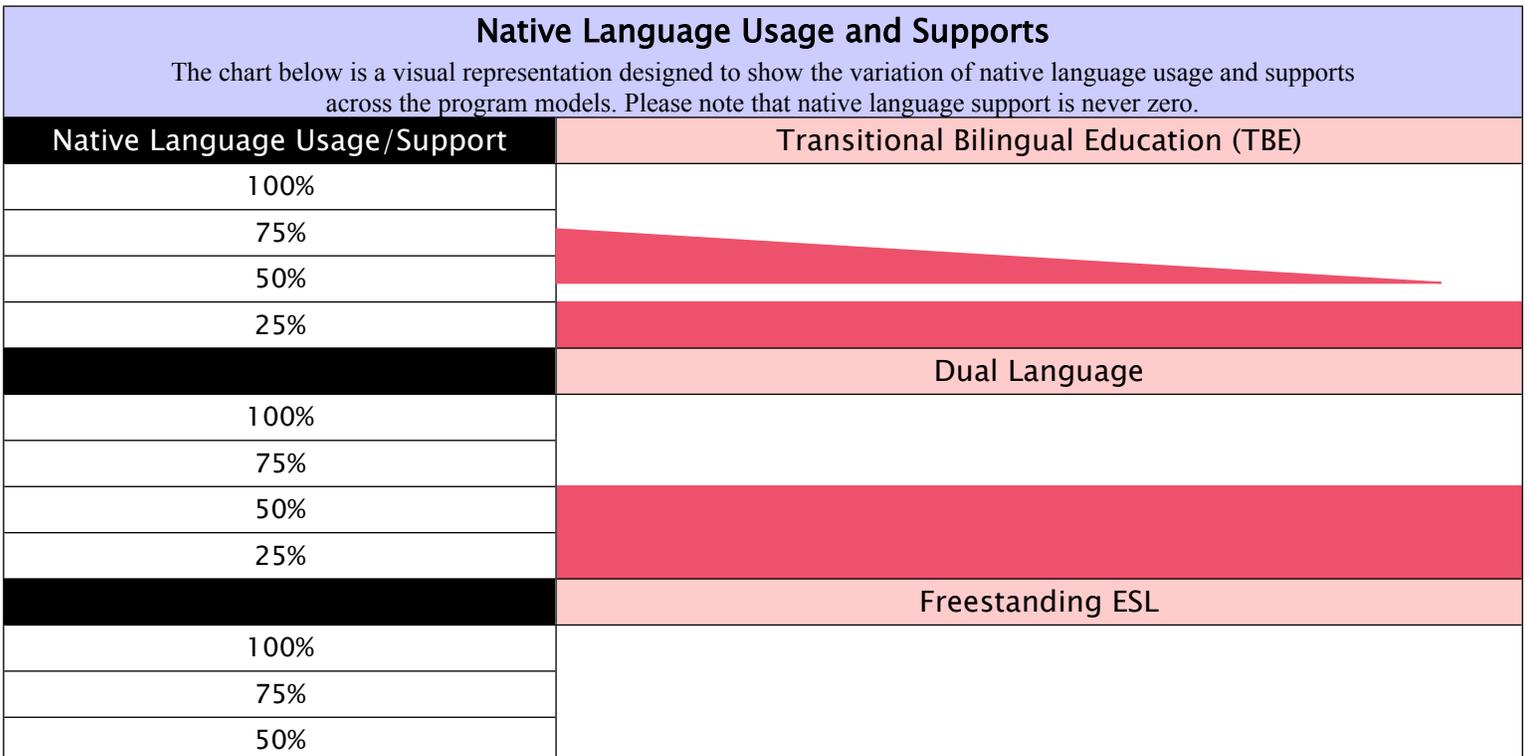
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K–8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60–90 minutes per day	45–60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9–12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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

B. Programming and Scheduling Information--Continued

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

8. For our ELA program, we use the Foundations curriculum in the lower grades and a balanced literacy program in the upper grades. We monitor all of our students' progress through the Fountas and Pinnell leveled reading system. We are currently working with an AUSSIE to continue to improve our ELA curriculum and ensure that our strategies and instruction align with the New York State ELL Learning Standards. The ELLs receive additional ELA support through our use of the Moving into English curriculum. We also have a fully certified ESL teacher who provides pullout ESL services that supplement the ELA curriculum and other classroom content. The classroom teachers and the ESL teacher follow a prescribed pacing calendar to ensure that English language learning is supported in multiple contexts. We use the Everyday Mathematics curriculum in our math program. Our ELLs participate fully in all of our content area programs with the support of their classroom teachers and the ESL teacher. All students receive a period of computer technology each week. Computers are also used in every classroom.

In the mainstream classroom, our ELLs are given access to laptops, leapdesks, and leap pads to further facilitate their growth in English.

9. Our ESL teacher works with classroom teachers, cluster teachers, the administration, and the data specialist during data meetings and as part of The Riverdale Avenue Community School's inquiry team. Together, all personnel work to ensure that our ELLs are receiving all the support they need. If, after a careful review of the data and collaborative discussion, we decide that an ELL needs additional services, they are placed in our extended day program for either math or ELA. Our ELLs also participate in our math, ELA, and AIS services during the school day if the data indicates a need for extra support in those areas. All of our former ELLs (those who passed the NYSESLAT in the past two years) are placed in our extended day program for additional support. All former ELLs are also given testing accommodations for an additional two years after they passed the NYSESLAT.

10. As we notice an increase in the number of students who qualify for ESL services, as our school continues to grow, we would consider adjusting our current Pull-Out Program model to a Push-In Program model of service, in order to continue to support the needs of our ELL students and provide greater collaboration overall.

All eligible students, including ELLs, receive an additional 37.5 minutes of support services before school based on a careful review of data – a more extensive explanation of our additional ELL support services is provided in Part IV

Section A of this document.

11. At this time no programs or services will be discontinued during the 2012 –2013 school year at The Riverdale Avenue Community School.

12. All students are offered the opportunity to participate in opportunities that help to develop them into individuals with unique interests, passions, and likes. As such, our after school programs seek to develop student's individual interests. We have a school based chess program that offers students the opportunity to participate in chess club after school. We also offer an after school dance and physical education program for all students. There is both a Girl Scouts and a Boy Scout troop that run out of the school building. Through a CBO partnership, we are also able to offer an after school arts group as well as a book club and newspaper group.

13. The instructional materials and technology that are used to support ELL's include Individual laptops, C/D. Tape Recorders and Videos are available and used to support ELL's. Web sites that reflect our present learning themes such as Cool ESL Games, Reading A – Z, and Study Island are used to enforce basic skills and content.

Reading materials in differe

nt genres, non-fiction texts and vocabulary building dictionaries are used in content areas. Our classroom Listening Center includes native language books and magazines to support our ELL students.

14. Native language support is delivered in our Pull Out ESL Program by having literature available to the students in their home languages in both the classroom and the library. The use of Google Translation web sites and other translation web sites such as Reading A – Z help translate information/stories in students home language. Our Reading Series, "Moving Into English" provides native language guidelines and references that relate to many of the countries and cultures of our ELL students. Students may also respond in their home language both orally and written as needed.

15. Required services support and resources correspond with ELL's ages and grade levels by having students grouped according to their corresponding age level, and are given the opportunity to collaborate and work with their peers as much as possible. Related service providers group students based on both age and ability level, in order to maximize instructional time with students. Related service providers also interact with the classroom teachers to further support and check on student's development.

16. Activities in The Riverdale Avenue Community School that are provided for newly enrolled ELL students would include a tour of the school building and grounds as well as the student's mainstream and ELL classrooms. Meeting with the classroom teacher prior to school starting, and ensuring that the student will have a "buddy" to help him/her transition to their new school. Also, making time for the Administration to meet the child so they are aware of each new ELL student and help them feel welcome.

17. Does not apply to our school that teaches grades Pre-K – 2 grades.

Paste response to questions 8-17 here .

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)?

8. Currently, we do not have Dual Language Programs at The Riverdale Avnue Community School.

D. Professional Development and Support for School Staff

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

1. Our certified ESL teacher, Ms. Elise Martini, attends Professional Development through the Child First Network 102. At this time she is attending Professional Development every other month that focuses on Teaching Reading to English Language Learners. We also take advantage of professional development offered by UFT / BETACI that include topics such as, The Common Core Standards and What you need to know about RTI and the English Language Learner. I attend monthly Workshops pertaining to both Compliance and techniques and methods useful in teaching ELL students. The school secretary registers the certified ESL teacher for the professional workshops and these are recorded in a Black Binder in the Main Office . All staff attends professional development opportunities offered through our network, as well as citywide opportunities. In total, the office staff speaks three different languages in order to better families, and work with the ESL teacher in order to develop a welcoming atmosphere for all families. Staff attended network offered UDL training, during the summer, and have continued throughout the school year, in order to better plan and prepare lessons for all students.
2. Currently, our school does not transition to upper grades, but our New School will add one grade on each year. When the time comes for our students to transition to an upper level school we will all serve as advocates to the ELL students in every way. We will prepare them with tours, meeting teachers, and information about their new school and what to expect. Parents will also be assisted in order to make the transition a smooth one.
3. Everyone at The Riverdale Avenue Community School supports all our ELL students. The administration, Paras, Guidance Counselor and Special and Regular Education teachers involve themselves in Network Professional Development Seminars as well as professional development options through OELL to complete the 7.5 hrs. of ELL training as per Jose P. We attend 6 Network meetings @ 3hrs.each that focuses on Methodologies and training on topics such as differentiated strategies and academic language development. In addition, our certified ESL teacher will be providing ongoing professional development on how to support ELL's in the mainstream classroom as well as Turnkey information at Inquiry meetings and Common Planning groups. At every meeting an Agenda and sign in sheet is available for all those who attend.

E. Parental Involvement

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

1. Parents are involved with their ELL child from the beginning of the school year when they attend our orientation meeting and are offered the different options available for ELL services. Throughout the year the staff communicates with ELL parents in their native language through informational packets and home mailings. A translator is present when there is an IEP meeting or whenever a parent has a question. We have taken advantage of the telephone translation services for Parent Teacher Conferences and other parent meetings. Parent Teacher Conferences (2x a year); extended day goals for students (3x a year) Aris parent website. The Riverdale Avenue Community School promotes Workshops for Parents on the Common Core State Standards Homework Help; Special Education and ELLs.

2. Our school partners with other Community Based Organizations to provide workshops or services to ELL parents by establishing a partnership with the non-profit organization Partnership with Children, which parents are provided additional support for their students. Partnership with Children (PWC) provides counseling for students and parents. They will also facilitate parent interactions with other CBOs to support parents in any way possible. Studio in a School provides arts programming for our students, as well as workshops and family events. These types of workshop help support in parents in ways to talk and communicate with students. A translator is present when there is an IEP meeting or whenever a parent has a question. We have taken advantage of the telephone translation services for Parent Teacher Conferences and other parent meetings. Parents are contacted with letters in both English and their native language to update them on their child's progress and test results. Making myself and the administration available before and after school hours to reach out to all our ELL parents in all grade levels helps to keep parents involved on a daily / weekly basis.

3. Evaluating the needs of ELL parents is accomplished through the initial Home Language Survey and Parent Survey. Translating services / materials are used to assist with any language barriers that may prevent us from communicating with parents. The Parent Coordinator has provided several parents who are bilingual to contact parents about events, their child's progress, or to find out if they have any questions or problems that the school can help them with. They work closely with the administration and district based ELL specialists to coordinate school events for ELL parents and ensure information is received in a timely manner.

At The Riverdale Avenue Community School we inform parents throughout the year through one-on-one meetings, phone conversations, district presentations, and informational packets to assist our school in evaluating the needs of our parents.

4. Our parental involvement activities address the needs of the parents by having the Parent Coordinator work closely with the DOE to provide information to parents of ELLs about events and workshops that might be of interest to them. These fliers are provided in the parent's language of choice. We have a Parent Association Committee and an SLT committee. ELL students and their parents are invited to participate.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
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	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1. As a school, our universal assessment is TCRWP. All teachers utilize the running records component, as well as the letter/sound and high frequency word assessment. In addition to this, classes also participate in Reading Reform Foundations's program, which provides a baseline assessment for students when it comes to phonograms

and their implications in reading. We use this information in order to make learning plans for students, and in order to target specific skills that they need. For example, a current first grade ELL student is also participating one-on-one reading intervention through Reading Recovery, because she scored in the lowest third of the entire grade. This information also allows the school to develop flexible groups for students, and use our 37.5 instructional minutes to work on specific language and reading skills.

2. Currently, due to the fact that we are a New School serving grades K – 2, we do not have sufficient data to give an accurate response to this question. However, the LAB–R data revealed that three students tested out of the LAB–R and four students were eligible for ELL services. The LAB–R also revealed a pattern of scores that were evenly distributed across all proficiency levels. It also showed that the majority of our students home language is Spanish.

3. Student data and performance will help our ESL teacher in order to create more appropriately focused group. By looking at each modality, our ESL teacher will be able to create more strategic groups. For ELL–SWD, this also means that classroom teachers and related service providers can coordinate on specific areas of deficiency. Therefore, instructional design will be adjusted to support student development in the areas of greatest need based on scale score conversion and review. Instruction will maintain a focus on all four modalities – listening, speaking, reading, and writing.

4a. Again, as a New School we do not possess sufficient data to provide a full response to this question, but throughout the year, we will continue to review the data concerning our ELLs based on the Benchmark Assessment, the TCRWP, running records, and informal observations.

4b/c. At this time we are not participating in ELL Periodic Assessments, but if and when we do our data specialists, along with the Principal and ESL teacher will hold weekly meetings to review Periodic assessment data on all of our ELL students and make recommendations that will help drive our instruction.

6. The success of our ESL program for our ELL students is based on both formal and informal observations, using one-on-one Conferences, daily Journals, Portfolios, and Group Projects. All of these assessment tools provide us with an invaluable data to gauge our students progress as well as their individual strengths and weaknesses. Most importantly, building relationships with each student to ensure they are comfortable, and foster self-esteem, is key to an ELL students success.

Additional Information

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

Paste additional information here

School Name: _____ **School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 23K446 **School Name:** Riverdale Avenue Community School

Cluster: 1 **Network:** CFN 102

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Riverdale Avenue Community School utilizes the NYC DOE's Language and Interpretation Unit to support many of our written translation needs around school-to-home communication. Additionally we have staff members who are proficient in Haitian Creole, Spanish, and Italian, and serve as translators as the needs arise, whether on the phone or in person.

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.

Based on the results of the home language surveys, we determined that our translation and oral interpretation needs are mostly around Haitian Creole and Spanish. We fulfill our school's written translation and oral interpretation needs using the resources present in our staff. For languages other than Haitian Creole and Spanish we reach out to the translation services provided by the NYC DOE.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Riverdale Avenue Community School will provide parents with translated materials such as school updates, newsletters, and other important school information in a timely manner. As stated above we will utilize the NYC DOE's Translation and Interpretation Unit as well as the school-based staff to assist with translation and interpretation.

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.

Riverdale Avenue Community School will continue to provide oral interpretation services described above. When needed, all oral interpretation will be provided by native Haitian Creole or Spanish staff members. or NYC DOE's Translation and Interpretation Unit.

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>.

Based on the Home Language Survey, we determined which families require translation and interpretation services. Translation and interpretation posters are posted in the Main Office at all times. The parental notification translation and interpretation needs for the Riverdale Avenue Community School are a combination of in-house and the services provided by the NYC DOE's Translation and Interpretation Unit.