



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE DAVID A STEIN RIVERDALE KINGSBRIDGE ACADEMY MS/HS 141

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10x141

PRINCIPAL: LORI O'MARA

EMAIL: LOMARA@SCHOOLS.NYC.GOV

SUPERINTENDENT: MELODIE MASHEL

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	
Charles Stahl	*UFT Chapter Leader or Designee	
Sheree Tallerman	*PA/PTA President or Designated Co-President	
Roxanne Vrettos	DC 37 Representative, if applicable	
Summer Sofer	Student Representative	
Ray Nunez	Student Representative	
Lydia Silverman	Member/ Parent	
Kathy Gilson	CBO Representative, if applicable	
Loretta Bellom	Member/ UFT	
Vicki Aurerbach	Member/ Parent	
Ray Norberto	Member/ Parent	
Lesly Edmond	Member/ UFT	
Marcela Quehl	Member/ UFT	
Taffy Dabby	Member/ Parent	
Unjoo Trebach	Member/ Parent	

** 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

By June 2013 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%, 2012 50%), we have work to do in our progress measures and growth percentiles 2010 = 63. 2011 = 67 2012 =61. We need to help students achieve at higher growth percentiles while they attend our school. In our MS Progress Report we typically fall below the 50th percentile mark for all categories in ELA as compared to city and peer schools.

Instructional strategies/activities

- Hire new AP supervising ELA instruction. Hiring Committee to meet with selected candidates Aug 2012. Interim Acting AP to be installed by September 10.
- AIS provided by RKA teachers to all students who scored Level 1 or 2, 2x 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.
- Continually revising curriculum and assessments to reflect one another and the CCLS
 - Over the summer 2012, selected staff will revise ELA/Genre studies curriculum maps based on input from ELA teachers this year.
 - Revisions will continue throughout the year.
 - 2 units of study aligned to CCLS in 4 major subjects
- Increasing time on task- Increasing ELA periods to 10 total for the week (5 Readers/Writers Workshop, and 5 Genre Study) in grades 6 and 7
 - Ms. Lustig is creating program
 - ELA AP will convey curriculum, materials, and expectations for student work to staff
 - Teaching staff members included are Mr./ Ms. Berlow, Franke, Garcia, Lepetit, Lewis, Marinello, Riley, Schiller, Stahl (reassignment of staff based on 2011-12 data)
- Additional opportunities for enrichment/ remediation
 - Literacy-based clubs provided after school with contractual time
 - Riverdale Community Center to provide ELA center work (no cost to school)
 - RKA library open during lunch periods and after school
- Common Planning and Inquiry Work- teachers will collaborate at bi-weekly common planning meeting to review student work and compare to CCLS 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- ELA AP 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 3x per year
- Vigilant observation, development, and supervision-
 - ELA AP will actively supervise staff through formal and informal observation cycles to ensure that curriculum and instruction is implemented properly
 - All staff will cycle through a study of good pedagogy aligned to the Charlotte Danielson rubric (3 focus competencies)

- Monthly faculty conferences
- 3 intervisitations per year

Subject specific approaches:

ELA:

1. Each MS ELA teacher will identify students based on proficiency rates on the April 2012 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. All students in SS classes will participate in two units per year aligned to the CCLS.

13. Social Studies and ELA middle school teachers will work to develop meaningful lessons to address specific needs as referenced in the 2012 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:

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, 3D Pilot, 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 for all teachers so that they may be better able to address all learning needs of students.

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

Special Education:

17. 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. s will facilitate lunch and learn meeting to assist general education teachers in meeting the needs of the SWD. He/she 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.

Strategies to increase parental involvement

- Parent Workshop related to CCLS I Oct 2012
- Distribution of ISRs to families in Oct 2012
- Constant communication via Jupiter Grades
- Staff email list
- Twitters from Principal, student email list serve
- 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

Budget and resources alignment

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

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.

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

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%, 2012), as are our growth percentiles 2010 = 60. 2011 = 67, 2012 =62 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, 2x 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 CCLS
 - Correlation of pacing calendars to CCLS
 - 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 2012 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 in Nov 2012
- Distribution of ISRs to families in Oct 2012
- Constant communication via Jupiter Grades
- Staff email list
- Twitters from Principal, student email list serve
- 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

Budget and resources alignment

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

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.

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

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- "The R.K.A. Way"
 - Led by PBIS committee (forms in September and meets monthly led by Ms. Ferreira, Ms. Miller, Ms. O'Mara, Ms. Shulman) and implemented by all staff
 - RKA Bucks ready for distribution by staff in Sept.
 - Grade level assemblies for all students 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 2012
- Development of after school program after MS test scores arrive- August 2012
- 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 Fall Sports Event, Homecoming Week (pep rally, alumni panel, mixer), staff BBQ, staff Field Day
 - 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
 - Connection between spirit days and community service opportunities
 - New trips and activities
- More teachers using Jupiter Grades (last year 60%, target for 2012 is 70%)
 - split the cost with Parents Association
 - Training in Sept conducted by Ms. Quehl
 - Listing of Jupiter Grades teachers publicized to parents by 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 2 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
 - Student Email List serve
- Enhanced alternatives to suspension including services to support better behavior
 - 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 –January and February
- 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, student email listings
- 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

Budget and resources alignment

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

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.

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

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 2013, 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 2012-13

Instructional strategies/activities

- APs to attend training summer 2012
- Division of observation duties among APs and Principal
- PD on rubrics September
- Staff will cycle through the 3 competencies for focus (i.e. MP 1 and 2 focus on Planning and Preparation, MP 3 and 4 focus on Questioning and Discussion Techniques, MP 5 and 6 focus on Assessment)
 - Teachers write goals based on rubrics three times per year
 - Conference with AP regarding goal three times per year
 - Learning Walks
 - PD on area of focus via Use of Faculty Conference time
 - Possible link to IQT in Spring
- O'Mara, and instructional APs to design feedback sheets for use at RKA
- Short, frequent observation cycles- goal of 6 per teacher-conducted throughout year

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
- Grade level meeting for students and parents

Budget and resources alignment

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

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

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 2013, all students enrolled in math, social studies, science and ELA classes will engage in two CCLS-aligned tasks per subject

Comprehensive needs assessment

Chancellor's Instructional Expectations for 2012-13

Instructional strategies/activities

- Provide PD on CCLS and PARCC assessments- Instructional APs to training over summer, deliver to all teachers September/ November
- Inquiry Teams and Common Planning Teams work to include in curriculum- October
- Classroom observation to ensure the best opportunity for students to engage in task
- Collect student work samples of assignments after administration- November/ December
- Teachers review student work to determine successes and gaps- December and January- via Inquiry Work
- Repeat cycle in Spring 2013

Strategies to increase parental involvement

- Parent Workshop related to CCLS in Oct and Nov 2012
- Distribution of ISRs to families in Oct 2012
- 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

Budget and resources alignment

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

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

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	100 MS students- reading comprehension/ writing workshop 40 HS Students- Regents Review for HS Students	Small Group	During the “371/2” minutes
Mathematics	75 MS students- math foundations work 40 HS students -Regents Review	Small Group	During the “371/2” minutes
Science	40 HS students -Regents Review	Small Group	During the “371/2” minutes
Social Studies	40 HS students -Regents Review	Small Group	During the “371/2” minutes
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	75	Small group and one-to-one	During the school day

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.

- 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 area conferences/professional development

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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
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 Corinne Rello-Anselme	District 10	Borough Bronx	School Number 141
School Name MS/HS 141 Riverdale Kingsbridge Academy			

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

Principal Lori O'Mara	Assistant Principal Johanna Tramantano
Coach	Coach
ESL Teacher Loretta Bellom	Guidance Counselor Monica Kauschinger
Teacher/Subject Area Sara Stoler-ELA	Parent Nancy Moukas
Teacher/Subject Area Michael Hirsh-Special Ed/SS	Parent Coordinator Julie Prince
Related Service Provider Catherine Benitez	Other S. Lustig-Data Specialist
Network Leader Bob Cohen	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	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	7
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	1
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1350	Total Number of ELLs	93	ELLs as share of total student population (%)	6.89%
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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="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	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							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
Total	0	0	0	0	0	0	1	1	1	1	1	1	0	6

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. [i](#)

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
Total	49	2	0	22	0	6	22	0	5	93

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
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									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0										

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
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
TOTAL	0	0	0	0	0	0	25	30	15	14	3	4	2	93

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 offered technology classes and we have a variety of material that can be used by ELL students, such as AVENTA Credit Recovery (has translations in Spanish) and Castle Learning (has translations in Spanish and specific Spanish instruction material). Castle Learning also includes an ELL Instructional Program that is differentiated to meet all ELL levels including listening sections to assist students in preparing for the NYSESLAT Exam.

4. When deemed necessary, students are administered the Spanish LAB exam to determine students' strength in their native language when necessary. Furthermore, as according to entitled testing modifications, students are given the option to test in their native language when possible.

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

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

C. As for students receiving services 4 to 6 years, long term ELL services are provided instruction in content areas of weakness more frequently throughout the week (i.e., speaking, listening, reading or writing). ESL teachers analyze NYSESLAT, baseline and data produced from skill specific tests to determine which additional skill lessons need to be conducted and activities provided to improve performance. Students are grouped according to their strengths/areas of need and teachers use various methodologies to assist students who have been receiving services for 4-6 years through a variety of instructional pathways. Students are encouraged to work on the various modalities such as speaking through the use of interviewing strategies, presentations, and collaborative opportunities during the class period, for example. Teachers are also getting more experience with various reading assessment programs such as Fountas and Pinnell so they can tailor reading instruction to meet student needs.

6. A variety of instructional strategies and grade-level materials are employed by teachers of ELL-SWD to ensure student needs are being met. In addition to content-area texts in native languages, teachers use a multi-media and multi-sensory approach to students of ELL-SWD

A. Programming and Scheduling Information

to develop their languages skills. This may be accomplished by teacher's mini-lessons, or student interactions with online programs to facilitate language fluency, in addition to collaborative opportunities for students to engage in discussion with one-another. Students are encouraged to use Castle Learning, which is an online program that has tailored lessons on all modalities in ESL based on levels (Beginner, Intermediate, and Advanced), in addition to ELA-specific activities tailored to meet their needs. Teachers regularly meet to discuss student progress and share various instructional methodologies to enhance their professional development and positively impact their students' learning. Use of the SESIS system and close attention to the students' IEPs are an integral part of planning for ELLs-SWD.

7. Special needs students at the middle school level who also receive ESL services work with a team of teachers who provide push-in and pull-out ESL throughout the week. Teachers assigned to provide push-in or pull-out service during a specific content instructional period (i.e., literacy or social studies) are also highly qualified/certified in that content area. This allows students to remain immersed in the content while ESL strategies are used to build their competence. 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, and targeted extended-day instruction to ELL-SWD student to get additional assistance by their ESL instructor. In preparation for State exams (ELA/Math/Social Studies/Science/Regents) we offer targeted intervention via tutoring service. These services are provided after school Tuesdays and Wednesdays by a licensed bilingual Special Education teacher. The teacher of the class employs ELL strategies to assist students in understanding the State exam expectations, deciphering vocabulary and context and developing inference skills. Special Education ELL students also partake in the Wilson reading program to assist in reading skills and vocabulary development. We also offer regents preparation classed and elective classes in ELA and the content areas (such as forensics, law, psychology) to support the students' in the required content areas. Targeted regents tutoring is offered after school through our CBO several times a week, and teachers also engage in tutoring of students as per their professional assignment. In addition, our school offers extra regents tutoring in the weeks leading up to the exams, to ensure that student needs are met. Students in the Middle School are offered additional tutoring opportunities on selected days for both ELA and Math preparation. This ensures that students are given multiple opportunities to excel.

Courses Taught in Languages Other than English ⓘ

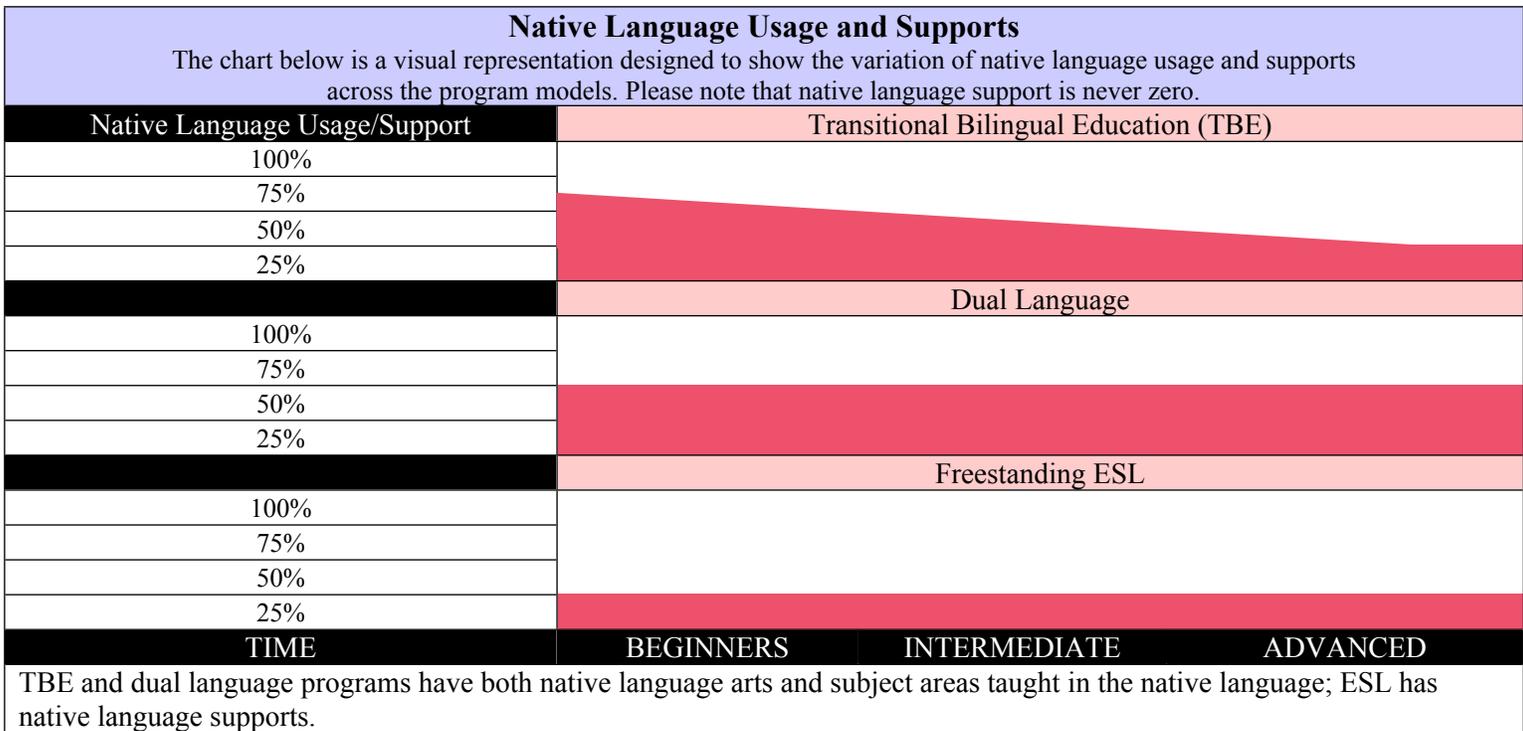
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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:				

	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



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 students this may mean the use of vocabulary-building exercises. With more advanced students, this may take on a different guise depending on the individual students' strengths. Many of our ELL students participate in our after school clubs, especially the "Multicultural Club" which culminates in an extremely popular annual performance in our school community.

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

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

14. In ESL, native language support is delivered according to student needs. As needed, materials are provided in the students' native language and whenever possible, students are offered the opportunity to test in their native language. A student ambassador's program will assist current students who are bilingual in "buddying-up" with new-coming students to facilitate with both academic and social adjustment.

15. Yes—as much as possible, required services correspond to ELLs' ages and grade levels. As RKA is a 6-12 school, ELL students in the high school are programmed in high school ESL classes, as are middle school students programmed close to their age levels. This enables students to feel comfortable among their peer groups as they attain English language skills.

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

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

17. We offer courses in French and Spanish language.

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 areas and those preparing for the NYSESLAT Exam. We have an expert on staff who provides on-line credit recovery through AVENTA; this program provides language support for Spanish speaking students who have trouble with content specific language.

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

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

ESL teachers will be given opportunities throughout the year to attend workshops and professional development opportunities to keep their

methodologies current so as to meet the needs of all ELLs level 1-3 at our school.

E. Parental Involvement

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

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
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

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.

Paste response to questions 1-6 here:

1. In addition to the use of the ACUITY ELL Periodic assessment, we are looking closely at our middle school ELL students and implementing the use of reading assessments such as that of Fountas and Pinnell to better gauge student reading strengths and progress. This information will assist us in determining future instructional decisions. Furthermore, ELA teachers are using student data to differentiate lessons and assessments for all students.
2. The data across grade levels for our ESL Free-Standing Program reveal that 55.8% of our ELL students at RKA are at the beginner/intermediate level. 44.2% of our ELL students are at the Advanced level as per 2011 NYSESLAT and LAB-R data results of newly-admitted students. A close analysis the NYSESLAT modality data suggests that as they progress in grade levels they do not always become more proficient in all of the skill modalities (reading, writing, speaking, and listening). Students make progress at different rates, therefore instruction must be sensitive to different learning styles and levels of ability. It is therefore vital that instruction be differentiated to meet the specific modalities. Listening, speaking, reading and writing comprehension in English were assessed with the following results by population of students in each category : Middle school beginners 18.75%, middle school intermediates 37.%, middle school advanced 43.4 %. In the high school 6% beginners, 38% intermediates, 38% advanced. The results indicate that ELLs' performance in these modalities move the greatest number of students to the Advanced level on the NYSESLAT. A past trend has indicated is that students who achieve the Advanced level tend to plateau there. 2011 NYSESLAT data showed that about 26% of our students scored a proficient level on the NYSESLAT. It is our intention to increase that number this year. Additionally, it is evident that our middle school students comprise of a majority of our ELL population at our school. In addition to tracking student progress through various formative and summative assessments, students are also prepared for the rigors of the ELA exam through exam preparation in their English classes, in addition to the work done in their ESL classes. This year, teachers are able to meet in common planning teams to strategies effective methods for differentiating instruction and analyzing student data.
3. As a team, the ESL Department will meet consistently throughout the year to discuss student progress and align curriculum according to student-level data. These meetings will assist us in improving our ESL instructional program on an on-going basis.
4. A. Though in the past most of our ELL students fell into the advanced proficiency levels, we have previously elected not to use the ELL Periodic assessments, but rather to focus on the Acuity Periodic Assessments. However, we have recently elected to use the ELL periodic assessments and look forward to implementing the data from these formative assessments to enhance the students' learning experiences though data-driven instructional decisions. The data derived from Aris indicates 26% of students scored proficient on the 2011 NYSESLAT examination. 75% of ELL students who took the Comprehensive English Regents passed the exam last year. In Integrated Algebra, based on last year's data, there was no noted difference among the number of students ELLs who passed the exam in English or in their Native language. In Living Environment, 100% of ELL students who took the exam in their Native Language passed. We consistently track progress through various data tracking tools, inquiry teams, formative and uniform assessments, and a close study of student progress to ensure targeted, differentiated instruction. For ELL students in the country for more than one year, middle school ELL students continue to need more support on the ELA examination. The Global History Regents exam suggests a greater need for support among ELL students. Though they are offered the exams in their native language, a majority of the time students choose to work in English. In addition, it is evident that reading and writing skills affect student performance on those exams. Targeted work on developing vocabulary in context, understanding how to decode challenging documents, and consistent work on writing skills through in-class minilessons, projects, and tutoring sessions can assist more students achieve on these exams. Exam data from last year indicates a need to assist some of our ELLs with the Global regents examination. This year, programmign decisions were implemented to allow students

access to homework help in various subjects, including Global Studies and teacher's office hours to increase students' access to assistance with Regents examination preparation.

B. The ELL Periodic assessments will be used in tandem with other formative assessments to further our understanding of the students' needs in the ESL classroom. In addition to on-going meetings with teachers, the ELL supervisor will continue to study this data to assist the ELL programs on a professional development and curricular level.

C. As with NYSESLAT data, formative assessments reveal a range in levels and abilities within each component: Speaking and Listening. Using this data is key to developing current and meaningful lessons for our students.

5. N/A

6. With the adoption of the Danielson Framework for our professional development action plan, teachers are observed both formally and informally throughout the year, this will assist with continuing our evaluation of our ESL programs and aligning professional development to ensure continued success of our students. The program as a whole is evaluated by a review of the data. We look to see how many students have moved up proficiency levels, ideally testing at the Proficient level on the NYSESLAT. Programming decisions are made using this information. But, we also take into account that some students are achieving higher on state exams than they did the year before however their NYSESLAT has not changed. We use this information when designing test sophistication for the NYSESLAT. In addition, evaluation comes from student and parent surveys, curriculum night presentations, and workshops for parents.

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

School Name: MS/HS 141

School DBN: 10X141

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		

School Name: MS/HS 141

School DBN: 10X141

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	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

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

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 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.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Riverdale Kingsbridge Academy	DBN: 10x141
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 95
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 11
of certified ESL/Bilingual teachers: 4
of content area teachers: 7

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 2012 Progress Report indicates that ELLs in our school make less than average progress and tend to remain on Levels 1 and 2. In addition, those ELLs who are in the city-wide lowest 1/3 are not making adequate progress. Over the past 2 years we have begun to receive more newly arrived ELLs than in previous years. In addition, although our overall NYSELST scores showed improvement our long-term ELLs continue to remain stagnant. 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 and/or years of service. The program runs from January 7, 2013 to April 26, 2013. 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 Wednesdays from 7:20-8:20.

2 Teachers/2 hrs/day/2 days/week/10 weeks

Total 78 hours instructional

Our school-wide data shows that our HS ELL students struggle with credit accumulation and Regents exams. In addition, our long-term ELLs struggle more than other ELLs. 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 4 to May 17, 2013. A Regents Prep program is offered to ELL students for Global History, ELA, and Math areas where our ELL students struggle. It is offered 2 times a week for 2 hours a day 4 weeks prior to the June Regents testing period (5/13/13-6/7/13). This class is led by a licensed ESL teacher with the support of a content area teacher.

1 teacher/1 Hr/ 36 Days = 36 Hrs

6 teacher/ 2 hrs /2x week /4 weeks = 96 Hrs

Total 132 Hours - Instructional

Part B: Direct Instruction Supplemental Program Information

Total 16 Hours Supervisory

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 and content area teachers continue to attend supplemental professional development opportunities through OELL/NYCDOE and our Network, including English 3D training, geared towards long-term ELLs. Some of our classroom teachers and our ESL teachers have been paired and have attended PD provided by OELL at the UFT headquarters that was focused on "Co-Teaching for English Language Learners- How to Have a Successful Push-in ESL Program". Teachers that attended this PD turnkey the strategies and ideas at faculty conferences and grade level meetings. . Our ELL department has elected to participate in two pilot programs offered through OELL: Open Book Learning and Spelling City. If accepted into these pilots our ELL teachers will be attending additional PD.

Professional development addresses 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 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 Lunch and Learn sessions for content area teachers who work with our ELL population. At these session teachers will be reading and discussing a variety of books and articles related to English Language Learners. Among the books and article wethey will be studying are: Literacy Instruction for English Language Learners: A Teacher's Guide to Research-Based Practices, 120 Content Strategies for English Language Learners: Teaching for Academic Success in Secondary School and Teaching English Language Learners: What the Research Does - and Does Not - Say.

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

Part C: Professional Development

methodologies and the Common Core State Standards.

Part D: Parental Engagement Activities

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

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

Begin description here: 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. Notes are sent home in alternate languages to inform parents of the availability of translators at these events. We also translate important documents into home languages as appropriate. Parent workshops designed for and targeted towards the parents of ELL students are held before and after school on the Third Tuesday of each month. Some of the scheduled topics offered include: How can I help my child with HW?, What resources are available within our community?, Castle Learning, Educationally Helpful Websites, What is the NYSESLAT?, and The CCLS. Notices are sent home via email and written notices given to the children in their ESL classes. The notices are always in English and Spanish as well as other languages when appropriate. We have interpreters available at parent workshops so that parents can fully participate and ask questions.

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.

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.

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 will be held in May 2013. 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 D: Parental Engagement Activities

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Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	9540.00 16 Supervisory Hours 78 Instructional Hours for grades 6-8 before/after school 132 Instructional hours grades 9-12 After school Regents Prep	Teacher staff and supervisor to implement programs above
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	1660	Bilingual glossaries, and English dictionaries to support ELLs Getting Ready for the English Regents Essay - workbook and accompanying trade books Literacy Instruction for English Language Learners: A Teacher's guide to Research Based Practices and 120 Content Strategies for English Language Learners:Teaching for Academic Success in Secondary School - Books to be used for PD
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

