



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: RIVERDALE AVENUE MIDDLE SCHOOL

DBN (i.e. 01M001): 23K668

Principal: KIERSTEN WARD

Principal Email: KWARD7@SCHOOLS.NYC.GOV

Superintendent: MAURICIERE DEGOVIA

Network Leader: ALISON SHEEHAN

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Kiersten Ward	*Principal or Designee	
Melissa Scott	*UFT Chapter Leader or Designee	
Susan Hackshaw	*PA/PTA President or Designated Co-President	
Michelle Kirkland	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Lyisha Drew	Member/ Parent	
Carmen Jack	Member/ Parent	
Menyawn Frazier	Member/ Parent	
Carmen Torres	Member/ Parent	
Dianne Crewe-Shaw	Member/ Teacher	
Erin Bannon	Member/ Teacher	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 80% of students will demonstrate gains in using evidence from nonfiction texts to support two argumentative writing pieces in English Language Arts and Social Studies as demonstrated by growth between baseline and summative assessments using teacher developed rubrics and the NYS performance assessments.

Comprehensive Needs Assessment

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

All students participated in an ELA informational baseline assessment argumentative writing task designed by NYS. The results from these assessments showed that the majority of our students do not use relevant or factual evidence when supporting argumentative claims, but tend to rely on personal opinion or irrelevant information.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The purchase of Common Core non-fiction libraries for Social Studies and ELA classrooms and the purchase of non-fiction classroom libraries , magazines for all content areas.
2. 35 days of in house coaching from AUSSIE/Generation ready instructional coach.
3. One day per week of planning and instructional support from CFN 113 Instructional Coach
4. Teacher Leadership program run by CFN 113
5. Middle School Intervisitations facilitated by CFN 113
6. Daily co-planning times for content area teachers
7. Pre and post writing assessments connected with ELA units on non-fiction reading and writing argumentative writing
8. Teacher teams norm assessments of student work
9. Teachers modify assignments to ensure access for all students (UDL PD)
10. Regular feedback given to students based on rubrics
11. Revisions of curriculum and unit plans according to results of student assessments
12. Student revision of writing pieces and peer reflections built into the assessment process

B. Key personnel and other resources used to implement each strategy/activity

1. Administration purchases libraries teachers have selected based on student reading level and interest after surveying students and diagnostic assessments.
2. Administration selects coaches from Generation Ready and meets with coach each Tuesday to strategize asnd debrief after observations and planning meetings.
3. CFN Instructional coach and administration meet to identify goals and PD for individual teachers and debrief after each visit.
4. Three teachers participate in the monthly sessions with CFN and other teacher leaders in the Network.
5. Teachers are sent on MS visits to observe lessons and best practices and debrief.
6. Admin schedules a minimum of 2 planning periods per week for teachers to meet in content areas and also with mentors.
7. Humanities teachers develop pre and post assessments based on content and standards addressed in each unit.
8. Teachers mark assessments together using rubrics developed by the humanities department and NYS performance task rubrics.
9. Generation Ready and Instructional coach ensure that unit plans have entry point for all learners.
10. Teachers use rubrics to give students individual feedback during class conferencing.
11. Teachers revise and give feedback to one another during unit plan gallery walks facilitated by administration and instructional supports.
12. Teachers and Generation ready consultant create reflections for assessments for students to identify strengths as well as challenges.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Libraries and magazines purchased at the start of the year and supplemented throughout as necessary dependent on units of study.
2. Weekly check-ins with coach and debrief sessions to ensure that PD schedule is being adhered to.
3. Weekly check-ins and debriefing sessions with instructional liaison to identify challenges and supports that will be put into place for each teacher.

4. Teachers work to implement a project working together that improves the quality of student work through activities that align to specific instructional objectives by the end of the year.
5. After each visit, teachers share out with the staff learnings and best practices viewed during their visits to other school and classrooms.
6. Teachers submit unit plans for feedback and review to administration before the units begin.
7. Pre assessment data is used to inform the content in units and post assessment data are analyzed to determine gaps in mastery of standards and skills.
8. Administration is present during initial norming of marking assessments and checks in with teachers by viewing work samples throughout the year.
9. Unit plans are reviewed by instructional consultants and Admin before each unit begins.
10. Rubrics are created and modified based on feedback for each performance task at the end of each unit of study.
11. Feedback is archived and referred to during individual conversations with teachers.
12. Reflection data is gathered and analyzed to observe patterns and trends. This data informs future diagnostics, content in units and assessments.

D. Timeline for implementation and completion including start and end dates

1. September – Diagnostic, December/January – Benchmark, June – Summative Assessment

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Libraries/magazines used in classrooms and as resources for units of study, AUSSIE meets once per week with teachers to observe, plan and debrief, Network Coach meets once per week with teacher to create assessments, plan , observe and provide feedback to teachers and students, Teacher Leadership program meets once per month to work on a whole school project to improve student academic outcomes, Intervisitations to other middle school sot see best practices and incorporate them into our school, Whole school pre and post assessments given for each unit of study in Humanities, UDL PD facilitated in the spring by AUSSIE, reflective elements built into each unit summative performance task, rubric from NYS performance assessments used to guide rubric creation for each subsequent assessment.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent Coordinator and teachers involved in the teacher leadership program will host a Humanities event where parents will be invited to look at argumentative essays and invite feedback and ways to help studnets at home. Parents and families are also invited to student led conferences where students lead the discussion about their own progress and next steps indeveloping arguments, supporting them with key facts/details and also formulating counter-claims.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 75% of students will agree or strongly agree on the Learning Environment Survey that they are comfortable talking to adults in the school about a problem that they are having in school.

Comprehensive Needs Assessment

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

Research shows that a strong school advisory program has been shown to have a high correlation with student achievement. All students at Riverdale Avenue Middle School are placed in advisories of 6-12 students with one adult who will loop as their advisor for grades 6, 7 and 8.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. 45 minutes each morning devoted to student Advisory.

2. Summer bridge the week before school begins to build relationships with students and advisors.
3. Advisory curriculum is a fluid document that is adjusted on a monthly basis according to identified student and school needs.
4. Student Led meetings run each Monday morning to give students opportunities to set the agenda and speak about what is important to them in a structured way.
5. Year-long and monthly competitions and activities built into Advisory program; door decorating contest, snowman creations, community service projects, student interest driven trips.
6. Monthly Town Hall meetings and Attendance celebrations as a whole school to discuss Advisory issues and explore them as a whole school community.
7. RAMAPO retreat for students in the fall
8. Partnership with Children Social workers here each day to meet with students and facilitate groups.

B. Key personnel and other resources used to implement each strategy/activity

1. Advisory Liaison and Dibner Consultants work with admin to create monthly curriculum and facilitate monthly PDs.
2. Administration, Generation Ready Consultant and Dibner all plan and facilitate a 3 day instructional PD and also a 3 day culture PD for staff in August.
3. Dibner Consultants and Administration meet monthly to provide staff with PD on upcoming Advisory curriculum and also reflect on the effectiveness of previous lessons.
4. The structure for student led meetings was created by administration and Dibner consultants and was modeled to staff (student advisors) during summer bridge.
5. Student advisors (teachers) implement activities in Advisories and contests are all judged based on a rubric designed by administration and Dibner Consultants.
6. Partnership with Children hosts a monthly assembly for students which highlights attendance, code of excellence and other student achievements.
7. Admin schedules a fall retreat for all students to spend the night in Rhinebeck, NY along with Advisors.
8. PWC supervisor and three interns meet with groups of students (Peer Mediation, Girls, Boys, At-risk) and also individual students based on identified social and emotional needs.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Surveys given in Advisory 3 times per year to help guide curriculum creation of school-wide Advisory program
2. Surveys given at the end of summer bridge which is used to inform future Advisory activities.
3. Monthly Advisory PD used to inform the content in lessons and use individual student need as a determining factor in content.
4. Each Monday students meet.
5. Each month students are engaged in a different Advisory activity that encourages teamwork.
6. Each month students are recognized for their accomplishments.
7. Each fall students go to Ramapo to continue to build relationships with one another and their advisors to ensure a positive and caring school community. Surveys are given afterwards to determine the effectiveness.
8. Groups meet weekly and students meet once per week individually with the PWC interns.
9. NYC LES given to students in the Spring.

D. Timeline for implementation and completion including start and end dates

1. Advisory program begun August 2013 with summer bridge program for students, 45-minute advisory each morning for all students for the whole school year, End of year Advisory reflections and NYS Learning Environment bridge Survey given in February 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Advisors given 3 days of culture PD to train them to be advisors and also model routines and rituals in the advisory program, students given a week of summer bridge before school begins to introduce them to advisory and the staff at RAMS, Full day PD on Student Led conferences, parent survey on SLC, routine and ritual in Town Hall ceremonies to give students voice and let them express feelings about Advisory programs and how to improve, Surveys given to students to give them voice. Moneys allocated to Dibner Consultants to plan Advisory curriculum alongside Admin and also to facilitate PD for staff on a monthly basis.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Surveys given to parents at Student Led conferences to gauge levels of satisfaction with the process, Parent Night and curriculum nights to introduce parents to teaching practices and expectations of students, monthly coffee/breakfast with the principals of the building to discuss curriculum and events, Teacher Info sessions at some PTSA meetings on curricular topics and learning strategies to help students, Parent/Teacher phone logs to track contact, Workshops held by Parent Coordinator and PTSA, Use of Engrade computerized grading system that allows students and parents access to grades, assignments, and dialog with teachers, end of unit celebrations where students explain and display work for parents and their peers, student led conferences. Workshops will be facilitated by school, hers and PWC to increase parental

involvement and the NYC LES will be used to determine parental satisfaction in the Spring.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014 50% of students will move a minimum of 3 levels as measured by TCRWP benchmarks for independent reading levels and make 1 year progress as measured by the NY State ELA Test.

Comprehensive Needs Assessment

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

At RAMS we are concerned about how to increase academic achievement of the majority of our students, as measured by results on state standardized assessments. The NY state tests in 2013 show that approximately 9% of our students are reaching proficiency in ELA and 30% are approaching proficiency.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Students receive a 90 minute block of Humanities instruction 4 times per week and a single period once per week. These classes include explicit and demonstration mini-lessons, sustained reading, read-alouds, shared readings and student –led discussions, student responses to reading, one on one conferring and small groups instruction to provide additional reinforcement.
2. Development of content specific inquiry groups to develop and implement strategies to assist struggling students.
3. Structured times for teachers to push-in and assist in other content area classrooms to support interdisciplinary approaches to learning across classrooms.
4. Development and implementation of a standards based instructional program using supplemental materials to expose students to a variety of genres of text and strategies to deconstruct them and comprehend them.
5. The TCRWP data, SchoolNet baseline and benchmark results, NYS performance assessments and teacher created assessment data will be used to diagnose specific and individualized student needs. This data is used to drive and modify curriculum and instruction.
6. Common Core iReady software is used to support struggling students with skills practice and identify strengths and challenges on an individual basis. The program is adaptive and changes according to student needs.
7. Common Core mock tests and skills practice workbooks were purchased for use at home and during before, after and Saturday school programs to assist students in comprehension and writing.
8. TCRWP Assessment in September, January and June.
9. SchoolNet benchmarks twice a year.
10. Baseline and summative NYC ELA performance task
11. After school and Saturday programs.

B. Key personnel and other resources used to implement each strategy/activity

1. Admin created schedules for 90 minute blocks and alongside instructional consultants, determined a weekly guide that allows for multiple readings and also opportunities to meet with students and conference.
2. Teachers meet monthly to look at students work after school and brainstorm strategies to help struggling students. A structured protocol is used to norm the process each time that was created by administration.
3. Admin created schedule to allow for mentor/ mentee and cross-curricular push-ins.
4. Teachers meet and develop units of study which are given feedback by Admin and instructional consultants.

5. Humanities and special education teachers administer TCRWP, Humanities administers SchoolNet and iReady assessments and uses that data to guide pacing for Saturday school and other academic interventions aside from regular classroom instruction.
6. iReady is administered by Classroom teachers and based on the results, additional practice and work is given based on individual student strengths and challenges.
7. Admin purchased tests based on teacher preference and they are used for mock-testing and before and after school interventions.
8. TCRWP administered by Special Education teachers and results shared with the school during data team.
9. SchoolNet administered by classroom teachers and results shared with the school during data teams.
10. Teachers administered Perf. Assessments and they were scored together to norm the process before results were analyzed to determine specific foci for the year Summative assessments are given at the end of the year as well. .
11. After and before school programs are run by teachers as well as Saturday school sessions. Curriculum is created based on identified needs after analyzing data.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Observations and student work are used to evaluate the effectiveness a minimum of 12 times a year.
2. Each month protocols are used and then referred back to, determining the effectiveness of the strategies that were put into place.
3. Observations and conversations with teachers monthly.
4. Feedback given before each unit of study in each content area is finalized and implemented. Also, observation of planning times every 2 months.
5. Data shared with the school to monitor student’s progress 3 times per year.
6. Data is viewed and discussed at Data meetings.
7. Results of the mock tests are analyzed by teachers and students and used to determine instructional next steps.
8. TCRWP given three times a year and the assessment process is normed by all teachers who score students.
9. School Net assessments are created by teachers and aligned to units of study to determine whether students need additional reinforcement.
10. Baseline assessments, benchmarks, units of study incorporate spiraling back to content that students have demonstrated difficulty with according to data from NYC assessments,
11. Saturday and after school observations and pacing calendars.

D. Timeline for implementation and completion including start and end dates

1. September – Baseline Assessments, Unit pre and post assessments (DYO on SchoolNet and teacher-created, Summative unit assessments, NYS performance task given at the start and end of the school year, TCRWP given in September, January and May to track progress, Extended Learning Time Assessments given monthly to track student’s progress.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Schedules allow for blocks of content classes, planning time for teachers and ELT for all students to be grouped according to need strategically, SchoolNet Thursday afternoons where the instructional teams create assessments (DYO) to track student progress in specific skills and standards and use this data to inform next steps instructionally and modify curriculum, TCRWP training given to all staff in the summer to ensure that we are all familiar with the process, NY Ready benchmark tests given beginning in December to get students ready for the State Tests in the spring.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

RAMS surveys parents at family events to provide support and help their students at home and provide workshops accordingly, RAMS utilizes Engrade to improve communication with parents on grades, Parent coordinator participates with parents on school walkthroughs at least twice a year to learn about the school’s instructional goals and content specific foci, coordinated open door policy with the parent coordinator to visit classrooms and see lessons in action, Rams will help to coordinate elections for participation in the SLT and will use mailings, school emails and apps, and phone calls to increase parental involvement in student academic achievement.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.								

Goal and Action Plan #4

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 50% of students will make one year's progress or higher in mathematics as measured by SchoolNet diagnostic/benchmark assessments and the NYS Mathematics test.

Comprehensive Needs Assessment

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

At RAMS we are concerned with how to increase academic achievement for the majority of our students in mathematics, as measured by results on the state standardized tests. The NYS tests in 2013 show that approximately 4% of our students are reaching proficiency in mathematics and 19% are approaching standards. The majority of our students, 77%, are performing at a level 1.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The Pearson CMP mathematics program has been implemented and teachers will be provided with opportunities to be trained in the use of instructional strategies, standards, resources and materials.
2. 90 minute block period of time for students 4 times a week and one 45 minute period which introduce skills for mathematical and analytical thinking in two 45 minute periods of instruction.
3. Use of one period per week for skill building, incorporated into the above schedule.
4. Use of a variety of materials and resources including computers and software to address skills for problem, solving, measurement, statistics, numbers and numeration.
5. CFN 113 planning time once per week to develop units of study and plan backwards from teacher created authentic assessments.
6. 35 days per year of AUSSIE/ Generation Ready instructional support to teachers, including de-briefing sessions and actionable next steps to improve student achievement.
7. Math Expo program before and after school to help struggling students by reinforcing concepts.
8. Utilize group work and station centers to differentiate approaches to understanding and target gaps in student understanding.
9. iReady software to give additional practice during extended learning time and other intervention periods.
10. Common core aligned practice tests and SchoolNet benchmark tests used to drive instructional decisions and modify curriculum according to student need.

B. Key personnel and other resources used to implement each strategy/activity

1. Mathematics teachers and instructional consultants from the network plan together and also visit other schools to observe best practices and bring them back to our school.
2. Admin structured schedule to allow for 90 minute blocks so that students could have extended learning time, four times per week.
3. Teachers spiral back in the curriculum and provide skills work for students based on data.
4. Technology and software are used to supplement instruction and provide individualized support for students during class time and also during after school and Saturday sessions.
5. CFN Instructional consultants and teachers plan together to develop units and lessons.
6. Instructional consultant and teachers work together weekly to implement instructional initiatives.
7. Math teacher facilitates and develops lessons for math expo based on data.
8. Teachers develop lessons together during planning sessions with testing resources as well as consult with Generation ready and CFN liaisons.
9. Admin purchased iReady for content teachers after examining several software brands.
10. Teachers create SchoolNet benchmark tests and admin reviews them.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Units of study reviewed monthly and observations done weekly.
2. Observations of lessons done weekly to assess the flow and time spent on lesson items.
3. Effectiveness of this period determined by classroom observations.
4. Data from software is viewed once per month to evaluate the effectiveness based on student progress.

5. Units are reviewed by admin and consultants before implementation.
6. Observations and notes are reviewed by admin during weekly debriefs with consultants.
7. Observations of Math Expo and student progress determined by student work.
8. Observations of lessons and artifacts such as lesson and unit plans.
9. iReady data viewed after each session to determine its effectiveness based on student progress.
10. Schoolnet is used once per unit to diagnose and assess summatively the needs of students.

D. Timeline for implementation and completion including start and end dates

1. September – Baseline Assessments, Unit pre and post assessments (DYO on SchoolNet and teacher-created, Summative unit assessments, NYS performance task given at the start and end of the school year, Extended Learning Time Assessments given monthly to track student’s progress.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Schedules allow for blocks of content classes, planning time for teachers and ELT for all students to be grouped according to need strategically, SchoolNet Thursday afternoons where the instructional teams create assessments (DYO) to track student progress in specific skills and standards and use this data to inform next steps instructionally and modify curriculum, TCRWP training given to all staff in the summer to ensure that we are all familiar with the process, NY Ready benchmark tests given beginning in December to get students ready for the State Tests in the spring

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

RAMS surveys parents at family events to provide support and help their students at home and provide workshops accordingly, RAMS utilizes Engrade to improve communication with parents on grades, Parent coordinator participates with parents on school walkthroughs at least twice a year to learn about the school’s instructional goals and content specific foci, coordinated open door policy with the parent coordinator to visit classrooms and see lessons in action, Rams will help to coordinate elections for participation in the SLT and will use mailings, school emails and apps, and phone calls to increase parental involvement in student academic achievement.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the principal will have observed each teacher a minimum of 12 times using the Charlotte Danielson Framework for Teaching and provide feedback and actionable next steps to improve instructional objectives and student outcomes.

Comprehensive Needs Assessment

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

RAMS is a new small school with a small staff this year. Our teachers range from 10 year veterans to brand new teachers and their needs vary. During our initial planning conversations at the start of the school year, teachers have indicated that they would like strategic feedback that aligns with the Danielson Framework.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All staff receive the Charlotte Danielson 2013 framework for teaching at the beginning of the school year. Principal will discuss the informal observation format and the purpose behind the frequent visits.
2. Teachers will self-assess on selected components of the Danielson rubric.
3. A coherent PD plan for teachers will be developed and implemented addressing needs and strengths at the school level. Data used to create the PD calendars will be

taken from informal observations and feedback given and received during debriefing sessions.

4. Mini-Observations will begin in September and end in June. Feedback will follow within one day with an attached rubric.
5. By February 2014, all teachers will have a minimum of 6 observations with attached feedback.
6. Summary of observations and copies will be given to teachers for them to keep and refer to in their PD binders.
7. By June 2014, all teachers will have a minimum of 12 informal observations to show growth and work in targeted areas of the Danielson framework.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal and Instructional liaison give PD about Danielson and refer to it in debriefs around all informal and formal observations.
2. Principal and teachers meet 3 times a year to assess progress and debrief with Danielson after each observation.
3. Admin and Instructional Liaisons develop PD plan for the year which is fluid depending on teacher need and interest.
4. Principal, AUSSIE consultant, CFN Instructional coach, Danielson rubric, Advance feedback forms, Individualized feedback sheets aligned to Danielson, Observation calendar, Teacher PD binders to house all observations, interventions and feedback.
5. Principal, AUSSIE consultant, CFN Instructional coach, Danielson rubric, Advance feedback forms, Individualized feedback sheets aligned to Danielson, Observation calendar, Teacher PD binders to house all observations, interventions and feedback.
6. Teachers will house all observations to be used by themselves and admin during conversations 3 times per year to assess effectiveness.
7. Principal, AUSSIE consultant, CFN Instructional coach, Danielson rubric, Advance feedback forms, Individualized feedback sheets aligned to Danielson, Observation calendar, Teacher PD binders to house all observations, interventions and feedback.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Summer PD – Danielson is introduced and then used throughout the year.
2. Danielson is used to self-assess and evaluate after each observation throughout the year to norm feedback and definitions of effectiveness.
3. September – December (All teachers are observed a minimum of 3 times), January – March (teachers are observed 5 more times), March – June (Teachers are observed a minimum of 12 times in total for the school year). Each teacher receives an initial planning conversation at the start of the school year and a summative reflection at the end of the school year according to identified instructional and planning needs.

D. Timeline for implementation and completion including start and end dates

1. Observation calendar outlines that each teachers will receive a minimum of 12 informal observations with actionable next steps / timely feedback over the school year.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Various PD with staff dissecting components of Danielson, watching videos of lessons and rating them on the framework/ continuum, intervisitations to view best practices, peer and administrative feedback to improve instructional and student outcomes.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Teachers, network staff and parent coordinators will participate in school walkthroughs with parents a minimum of 3 times per year with parents to learn about the school's instructional goals and place the results of the observations as part of the NSQR timeline.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	AIS At Risk SETSS Reading Intervention	Small group Small group Small group	After school two days per week During the school day After school
Mathematics	Math Expo AIS At- Risk SETSS	Small group Small group Small group	Before and after school twice per week After school two days per week During the school day
Science	Saturday School	Small Group	Saturday Mornings
Social Studies	AIS At Risk SETSS Reading Intervention	Small Group	After school two days per week During the school day After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling- At risk guidance provides services to children who are experiencing affective domain issues which are impacting on their ability to achieve academically At risk speech and language provider provides services to children who are experiencing speech and language issues which are impacting on their ability to achieve academically, Social Worker/Partnership With Children Organization- ___ students Social Worker and Organization provide services to children who are experiencing affective domain issues which are impacting on their ability to achieve academically School nurse provides services to children who are experiencing health issues which are impacting on their ability	1:1 and small group	During the School Day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teachers will participate in the hiring process for next year and candidates will meet with current students as well. RAMS will participate in various city and TC recruitment fairs to attract candidates as well. RAMS teachers must be content specialists and multiple licenses allow teachers to teach in a variety of settings which is necessary in a small school setting.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
CFN 113 PD, AUSSIE Consultant facilitated PD sessions, Dibner Consultant culture PD sessions.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
STH funds are used to provide individual items for students based on identified needs, family surveys and home visits.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
TA funds are used to hire qualified teachers, intervention experts to assist struggling students, provide after school enrichment programs for students, allow for parental and family workshops for students and families to learn about the Common Core and what it entails.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
Additional time for students to practice skills in after-school academic programs, hiring qualified educators to push-in with struggling students and subgroups of students identified as requiring additional support.

Parent Involvement Policy (PIP)

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
MAY 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 23	Borough Brooklyn	School Number 668
School Name The Riverdale Avenue Middle School		

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

Principal Kiersten Ward	Assistant Principal -
Coach -	Coach -
ESL Teacher Jennifer Dewing	Guidance Counselor Benjamin Halioua
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Veda Dorsey
Related Service Provider	Other
Network Leader(Only if working with the LAP team) Margery Cooper	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	50	Total number of ELLs	2	ELLs as share of total student population (%)	4.00%
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Part II: 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In														0
Pull-out							2							2
Total	0	0	0	0	0	0	2	0	0	0	0	0	0	2

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs		Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities
SIFE	0	ELLs receiving service 4-6 years		Long-Term (completed 6+ years)

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	2									2
Total	2	0	0	0	0	0	0	0	0	2

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	0	0	0	0	0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	2								2
7									0
8									0
NYSAA Bilingual (SWD)									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
MS 668 uses TCRWP to assess our students' early literacy skills. Information from this assessment allows us to evaluate fluency, comprehension, decoding strategies, and word attack skills. This data is used to assign a student their reading level, and to determine next steps that the teacher must take to move each child forward. This data is also used for grouping students for our extended day program.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
We are a new school and both of our students are newcomers. However, based on their NYSESLAT results, our students are strongest at speaking and reading. Listening and writing are two modalities that are areas of greater difficulty for our students.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
We use student data in order to set goals for all of our students and to plan instructional groups. Using the NYSESLAT modalities, our ESL teacher will target those specific skills. With the support of our ESL teacher, content area teachers will be provided with strategies for addressing the reading/writing/speaking and listening needs of our two ELL students.
4. For each program, answer the following:
 - a. 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. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

As with all of our students, we seek to understand their characteristics as children and learners so that we can utilize their strengths to assist with their weaknesses. With our ELLs, this understanding comes from informal classroom observations, conversations with students and their families, and evaluation of their work. We also utilize data from the RELC to better understand their learning history (SIFE, past test results) and to see if there are major gaps that need to be filled. Information about the socioeconomic status, immigration pattern of the family, and familial support are all qualities that our team (principal, teacher, guidance counselor, intervention teachers) use to support our children.

Our baseline assessments including pre/post unit assessments allow us to determine where our ELL students fall. We understand that their learning may initially move at a slower pace as they acquire new vocabulary, adjust to a new culture, and learn the structures of our school. What we look for is progress. Is the student growing in reading and writing, speaking and listening? Are they establishing friendships within the school setting? Are they engaged with cognitively challenging instruction? And, we also compare our ELL students with students of similar backgrounds to see if they are progressing at similar rates while receiving the same types of supports.

If we find that our ELL students are not moving at an appropriate pace, we will move to Tier 2 interventions to provide supports. Our ESL instructor will meet with classroom teachers to share appropriate strategies. Students will be placed in AIS, and given intensive small group push-in instruction from our SETTs teacher instruction if necessary. Teachers and classmates engage in conversations and the sharing of ideas that assist with language development. Teachers use the LAB-R to identify where the student is strong, and utilize those strengths to make connections with the English language. We provide additional scaffolds related to content - immersion into vocabulary, picture/media support, trips, repetition and the breaking down of lessons - to assist with grasping new ideas.

Before recommending a student for Tier 3, teachers and the ESL instructor and Principal, evaluate whether the ESL setting is appropriate for this particular student. Interventions will be evaluated and the team provides the teacher with additional research

based ideas to address student needs. If, the student continues having difficulty after all these supports have been put into place, then a more comprehensive evaluation has to be administered to see if additional services are necessary.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Thus far, we have had no brand new arrivals into our school. However, when a newcomer enrolls in our school, their family will complete the Home Language Survey and a teacher will conduct an informal interview with in both English, and if they are from a Spanish speaking country, in their native language. This first conversation enables us to determine their primary language and their fluency in both languages. For those Spanish speaking students, we look at Spanish Lab-R results to see the students' language abilities in their native language.

However, all of our instruction is in English. We do have Spanish books in each classroom and children are encouraged to read those books during Reading workshop and at home. Students also are encouraged to write in their native language until they feel comfortable to incorporate English into their writing.

7. 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?

We do not have dual language programs in our school.

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

We are a brand new school and have not yet had an opportunity to evaluate our programs.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

1. The steps followed for the initial identification of possible new ELL students at The Riverdale Avenue Middle School will begin with our pupil accounting secretary notifying our ESL teacher that a new student is enrolling. Jennifer Dowling greets the new student and the family and has the parent complete the Home Language Identification Survey (HLIS) in their native language. The ESL teacher informally interviews the child to determine whether their primary language is English. Our Spanish speaking Dean, Mr. Jungblut, assists if the child is a Spanish speaker. If the HLIS survey and the oral interview indicate that the student needs to be evaluated for ELL services, our certified ESL teacher administers the LAB-R and the Spanish LAB (if applicable) and places the child in appropriate services within 10 days of arrival, as per CR Part 154 of the Chancellor's Guidelines. The LAB-R is graded in the school and parents are immediately notified as to their child's designation as an ELL student.

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.

Parents are sent a letter notifying them of their child's status as an ELL student. They are given a time and date to learn about the three program choices available in NYC for ELL students. They are given the brochure with the options, are shown the DOE video in their native language by the school's Parent Coordinator or ESL teacher and then they fill out the survey with the three choices. This is all done within the first 20 days after their child has been enrolled. If a parent fails to come to the assigned meeting, the parent coordinator and/or classroom teacher contacts the parent to ensure that they come to the school and know their

options.

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

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

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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

4. 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.
The surveys are analyzed and the students placed in a program. Parents are aware of the fact that at this time, the Riverdale Avenue Middle School only provides freestanding ESL services. If a parent were to select a dual language or TBE program they would be provided with information on programs available in the District.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The steps taken to annually evaluate ELL's using the New York State English as a Second Language Achievement Test (NYSESLAT) include ordering enough exams in October to administer the NYSESLAT to all ELL students in the Spring. The ELL students at The Riverdale Avenue Middle School will be annually evaluated using the NYSESLAT and administered by the ESL teacher. This exam assesses the four major modalities - Speaking, Listening, Reading, and Writing in English to every ELL student. This assessment provides the teachers, parents, administrators, and students a score and data that reflects each students' level and understanding of the English language. The Speaking portion of the NYSEALAT is administered individually in mid-April 2014 through mid-May 2014. The Listening, Reading, Writing portions of the NYAESLAT are administered to all ELL

students in mid-May. I.E.P. guidelines are followed for eligible students. Also, on a monthly basis, the ELL teacher requests an R-LAB and R LAT report to update current as well as new students to ensure all ELL's have received required assessments.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)
Because we are a new school, we have no data to evaluate parent selection feedback.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - a. We have a departmentalized schedule, and so we will use two organizational models for providing ESL services. Because we do not want our students to miss instruction in the content area. Therefore, our primary form of ESL instruction is focused on push-in during the ELA blocks. However, depending on student need, children will occasionally be provided with pull out services.
 - b. Classes travel together as a group. Classes are heterogenously grouped. We have one ICT and self contained 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)?

Our ESL teacher will provide 180 minutes per week to our two ESL students. This time will be delivered while the children are in the ELA block. These minutes will be provided in 45 minute blocks 4 periods a week.
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 foster language development and meet the demands of the Common Core Learning Standards.

Much of the work at RAMS is presented through the mini-lesson model. Teachers provide 10-15 minute lessons, and then students work on assignments in groups and in pairs. In order to foster comprehension and language development, trips and fieldwork play an integral role in our instruction. Teachers utilize videos, lab work, research on computer and in books to support their instruction. Teachers plan instructional units based on the Common Core Learning Standards.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

All evaluations are currently conducted in English. However, we have ordered State Exams in other languages should the need arise.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ESL teacher conducts periodic informal assessments to determine student growth in the four modalities of English acquisition.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
 - 6a. Currently, there are no SIFE students enrolled in our ESL Program. But if we should have any SIFE students in the future or students eligible for ELA testing we would work to assess each student to determine their individual needs. Our plan is to fully invest in student needs through intervention measures, After-School Programs and to utilize data to drive instruction for our ELL students.
 - 6b. Within our ESL Program model newcomer students receive differentiated instruction by providing materials at varied ability, interest levels as well as their individual learning style. Reading materials that address content and delivered along with daily scaffolds and levels are some ways to differentiate instruction. Providing lessons at varying levels of complexity or at different paces are other ways we offer newcomers ELL students differerentiated instruction. It is also critical that newcomers receive not only a large variety of age level appropriate materials, but plenty of visual and kinesthetic opportunities to supplement instruction.
 - 6c /d. At this time, we have no long-term ELLs. For future students we will continue to provide support in all four modalities: Listening, Speaking, Reading, and Writing. Differentiated instruction allows LTE students to have some choice in how they demonstrate what they have learned.
 - 6e. Our former ELLs will receive the same testing modifications as our ELL students.
7. 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. We do not currently have any ELL-SWDs. However, in the future, the instructional strategies and grade-level materials that teachers of ELL-SWDs will use that provide access to academic content and accelerate English language development include

Multisensory Computers that have text to speech Software Programs for students to read and listen to on a daily basis. These computers give students one on one assistance with speech translation through the Google Translation Link. Use of an Interactive Smartboard will not only reinforce academic concepts, but provide students with a way to cater to their individual learning styles and learning modalities. Many of the technological methods and strategies can align with students I.E.P. goals / modifications. Classroom teachers use a variety of instructional techniques, including direct instruction, indirect instruction, and experiential learning in order to support students. Using the workshop model, ELL-SWDs are given the opportunity to access grade level appropriate content, while independently practicing relevant skills and strategies. Differentiated instruction also occurs as a standard part of our instructional day, and students are provided with the opportunity to work with their peers and in small groups.

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

Our school meets uses the curricular, instructional, and scheduling flexibility to meet the diverse needs of our ELL-SWD s in the least restrictive environment by making sure that all instructional strategies and grade-level materials the ELL teacher uses align with the New York State Common Core Standards. Providing small group instruction during their mandatory 360/180 minutes of ESL classes as well as an additional 37.5 minutes of support services helps to meet the diverse needs of our ELL students. Scheduling flexibility is demonstrated by the ESL teacher adjusting her schedule to Push-In to a classroom to support a students' needs. I.C.T., and general education classrooms were created in our school to support all students and their special needs. Educational Assistants (Paras) are provided if mandated by the students IEP. Our curriculum allows students the opportunity to access skills at a variety of different levels, supporting their overall development. The flexible nature of these groups acknowledges the times when students make progress and continue to move and push them to greater proficiency. This allows us to support ELLs in their least restrictive environment. In addition, the use of leveled libraries, small group instruction (inside and outside the classroom), the use of multiple modalities, and daily oppportunities for listening and speaking allow ELLs to read and write at their individual instructional level. Grouping students based on ability, creating Cooperative Learning Groups, and scaffolding instruction are other ways in which we will meet the diverse needs of our ELL-SWD's within the least restrictive environment.

Courses Taught in Languages Other than English ⓘ

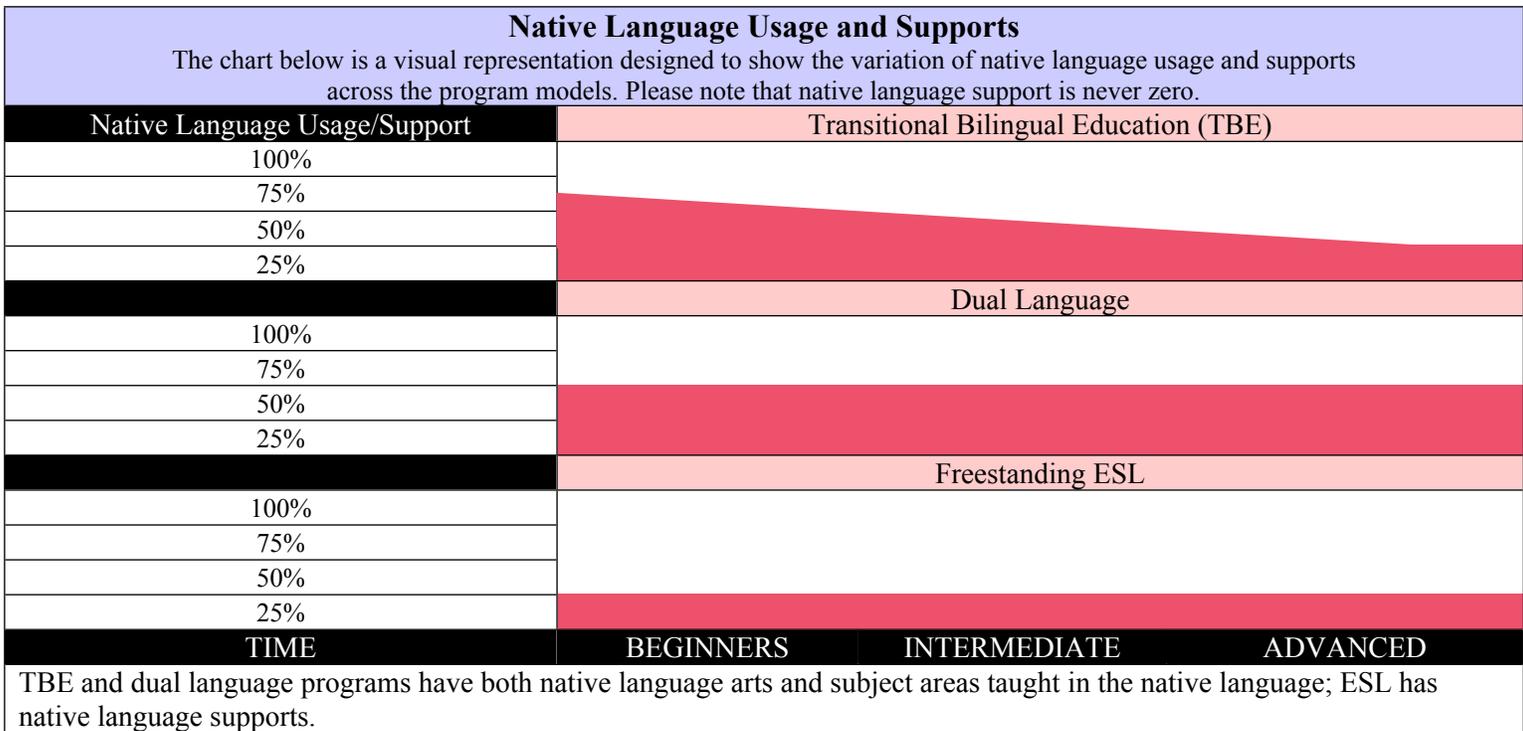
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

	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	45 minutes per day	45 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

9. 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.
- The ESL teacher will provide targeted intervention service to students during ELA. In Math, Science and Social Studies, students primarily work in small groups or partnerships. We have co-teaching models utilized in several of our Math classes. We utilize the inquiry model, using essential questions to guide our students' learning. Each student participates in the Advisory Program every day and goes on an Advisory or Enrichment trip every month. Struggling students are placed in our Extended Day program.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We are a brand new school that has been operating for only 3 months. However, all of our students will be evaluated in the following ways: through pre and post unit assessments, through 3x a year DRA assessment, and through ESL assessments provided by the ESL teacher. State wide assessments such as NYSESLAT, ELA, Math and Science state assessments will also allow us to measure the effectiveness of our ESL instruction.
11. What new programs or improvements will be considered for the upcoming school year?
12. What programs/services for ELLs will be discontinued and why?
- We will utilize the push in model more frequently than the pull out as we do not want to disrupt the learning day of our ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All students are offered the opportunity to participate in opportunities that help to develop them into individuals with unique interests, passions, and likes. As such, our after school programs seek to develop student's individual interests. We have several clubs including wrestling, cheerleading, Brownsville History, etc. that are available to all students.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The instructional materials and technology that are used to support ELLs include Individual laptops and videos. Leveled books are available and used to support ELLs. Reading materials in different genres, non-fiction texts and vocabulary building dictionaries are used in content areas.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Students who are more comfortable writing in their native language are encouraged to do so. Books in various languages are part of every classroom library.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Required services support and resources correspond with ELL's ages and grade levels by having students grouped according to their corresponding age level, and are given the opportunity to collaborate and work with their peers as much as possible. Related service providers group students based on both age and ability level, in order to maximize instructional time with students. Related service providers also interact with the classroom teachers to further support and check on student's development.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Activities in The Riverdale Avenue Middle School that are provided for newly enrolled ELL students would include a tour of the school building and grounds as well as the student's mainstream and ELL classrooms. Meeting with the classroom teacher prior to school starting, and ensuring that the student will have a "buddy" to help him/her transition to their new school. Also, making time for the Administration to meet the child so they are aware of each new ELL student and help them feel welcome. Through the collaboration of teachers, cluster teachers, and the Administration a schedule is submitted for approval containing the required instructional minutes for all our ELL's as per the CR Part 154. English Language Learners receive between 180 and 360 minutes every week depending on their levels as determined by the LAB-R or the NYSESLAT. ELL students whose Proficiency level is identified as a Beginner or Intermediate level are scheduled to receive 360 minutes per week. Advanced ELL students receive 180 instructional minutes per week. The ESL teacher immediately inputs the student into the schedule for the appropriate minutes per week. The ESL teacher works in collaboration with the classroom teachers, the Children First Network (Cluster 1), and the administration to ensure that all of our ELLs (newcomers, long-term, and those with special needs) receive their mandated ESL minutes per week.
18. What language electives are offered to ELLs?

We will offer a Spanish elective next year.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1/2. Our certified ESL teacher will attend Professional Development through the Child First Network 102. We also take advantage of professional development offered by OELL and the UFT / BETACI that include topics such as, The Common Core Standards and What you need to know about RTI and the English Language Learner. The school secretary registers the certified ESL teacher for the professional workshops and these are recorded in a Black Binder in the Main Office . All staff attends professional development opportunities offered through our network, as well as citywide opportunities. The office staff works with the ESL teacher in order to develop a welcoming atmosphere for all families. Staff attended network offered UDL training, during the summer, and have continued throughout the school year, in order to better plan and prepare lessons for all students.

3. Currently, we have only 6th graders. However, in the future, we will encourage parents and students to attend high school visits, inform all parents about high school fairs, and have our guidance staff take families to schools during the school day. We have currently planned visits to NYC college campuses so that students understand what their futures will hold and understand the steps needed for higher education.

4. Everyone at The Riverdale Avenue Middle School supports all our ELL students. The administration, Paras, Guidance Counselor and Special and Regular Education teachers involve themselves in network professional development seminars as well as PD options through OELL to complete the 7.5 hours of ELL training as per Jose P. We attend 6 network meetings that focus on methodologies and training on topics such as differentiated strategies and academic language development. In addition, our certified ESL teacher will be providing ongoing professional development on how to support ELLs in the mainstream classroom as well as turnkey information at Inquiry meetings and Common Planning groups. At every meeting an Agenda and sign in sheet is available for all those who attend.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
 1. Parents are involved with the school from the beginning of the school year when they attend our orientation meeting and are offered the different options available for ELL services. Throughout the year the staff communicates with ELL parents in their native language through informational packets and home mailings. A translator is present when there is an IEP meeting or whenever a parent has a question. We have taken advantage of the telephone translation services for Parent Teacher Conferences and other parent meetings. Parent Teacher Conferences (2x a year); extended day goals for students (3x a year) Aris parent website. The Riverdale Avenue Middle School promotes workshops for parents on the common core State Standards as well.
 2. Our school partners with other Community Based Organizations to provide workshops and services to ELL parents. Partnership with Children provides counseling for students and parents. They also facilitate parent interactions with other CBOs. These types of workshops help support parents in ways to talk and communicate with students. A translator is present when there is an IEP meeting or whenever a parent has a question. We have taken advantage of the telephone translation services for Parent Teacher Conferences and other parent meetings. Parents are contacted with letters in both English and their native language to update them on their child's progress and test results.
 3. Evaluating the needs of ELL parents is accomplished through the initial Home Language Survey and Parent Survey. Translating services / materials are used to assist with any language barriers that may prevent us from communicating with parents. The Parent Coordinator has provided several parents who are bilingual to contact parents about events, their child's progress, or to find out if they have any questions or problems that the school can help them with. They work closely with the administration and district based ELL specialists to coordinate school events for ELL parents and ensure information is received in a timely manner.

At The Riverdale Avenue Middle School we inform parents throughout the year through one-on-one meetings, phone conversations, district presentations, and informational packets to assist our school in evaluating the needs of our parents.
 4. Our parental involvement activities address the needs of the parents by having the Parent Coordinator work closely with the DOE to provide information to parents of ELLs about events and workshops that might be of interest to them. These fliers are provided in the parent's language of choice. We have a Parent Association Committee and an SLT committee. ELL students and their parents are invited to participate.

E. 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.

We have just hired an ESL teacher and are in the process of implementing all of the above.

Part VI: LAP Assurances

School Name: Riverdale Avenue Middle School

School DBN: 23K668

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kiersten Ward	Principal		1/6/14
	Assistant Principal		1/1/01
Veda Dorsey	Parent Coordinator		1/6/14
Jennifer Dewing	ESL Teacher		1/6/14
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01