



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: DAVID A. STEIN RIVERDALE KINGSBRIDGE ACADEMY MS/HS 141

DBN (i.e. 01M001): 10X141

Principal: LORI O'MARA

Principal Email: LOMARA@SCHOOLS.NYC.GOV

Superintendent: MELODIE MASHEL

Network Leader: MICHAEL ALCOFF

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
Lori O'Mara	*Principal or Designee	
Charles Stahl	*UFT Chapter Leader or Designee	
Taffy Dabby	*PA/PTA President or Designated Co-President	
Roxanne Vrettos	DC 37 Representative, if applicable	
Georgia Jurcic	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Kathy Gilson	CBO Representative, if applicable	
Tammy Gruenberg	Member/ Parent	
Elaine Ellison	Member/ Parent	
Eithne Costello	Member/ Parent	
Ray Norberto	Member/ Parent	
Lydia Silverman	Member/ Parent	
Lesly Edmond	Member/ Teacher	
Miledys Prado	Member/ Teacher	
Marcela Quehl	Member/ Teacher	
Kimberly Diaz	Member/ student	
	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)
	Title I Plan (Only for schools receiving Title I funding)
	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 we will increase the number of students in grades 6-8 scoring at or above proficiency in ELA by 3-5% as reflected in ATS. Target is greater than 32.4%.

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.

Although our performance numbers are consistently one of the highest in our district (2013 29.4%), we have work to do in our progress measures and growth percentiles (2013- 66%ile). We need to help students achieve at higher growth percentiles while they attend our school.

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. Implementation of CCLS aligned curriculum for ELA classes
2. Revision of units of study for genre classes and social studies classes
3. Revision of units of study for extended day
4. Professional development via classroom observation and group sessions
5. Mentoring of new teachers
6. Analysis of student work
7. Implementation of new ELL curriculum
8. Teachers of SWD programmed according to area of expertise
9. Flexible programming of all students including SWDs
10. Pre and post assessment aligned to CCLS

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

1. Tom Sullivan, AP and grade leaders from each grade
2. Tom Sullivan, ELA and SS teachers
3. Tom Sullivan, Tim Archer, Rachel Franke
4. Tom Sullivan, Lori O'Mara, selected staff members
5. Lori O'Mara, Tom Sullivan, Dayanara Garcia, Sue Saunders
6. Entire ELA/SS/ELL department
7. Tom Sullivan, Loretta Bellom, Tyler Davis
8. Stacy Miller, Thomas Sullivan, Sheilagh Lustig, Lori O'Mara, Sean Mohan
9. Stacy Miller, School Assessment Team
10. Lori O'Mara, Tom Sullivan, ELA teachers

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

1. Baselines in September 2013 compared to midlines in January 2014 and end line in June 2014
2. Analysis of student work at the end of unit completion
3. Teacher feedback and comparison of midline in January 2014 to baseline of September 2013
4. Teacher feedback sheets and comparison of classroom observation data via Advance
5. New Teacher mentoring Activity, classroom observation
6. Agendas, note taking tools, classroom observation
7. Baselines in September 2013 compared to midlines in January 2014 and end line in June 2014
8. Review of marking period statistics per teacher every marking period
9. Review of marking period statistics per student every marking period
10. 90% of students tested by Oct 31; 90% retested by June 2014

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

1. Summer 2013 selection and preliminary training, September 2013 first unit of study and baselines
2. Summer 2013 revise units, implement Sept 2013-June 2014, revise as needed throughout year
3. Summer 2013 develop units, Sullivan to revise, copy and distribute each month
4. All IPCS completed by end of Oct 2013, 1/2 observations to be completed by Jan 2014, remaining half completed by April 2014; monthly Lunch and Learns Oct 2013-May 2014; conference days (11/7, 2/3, 6/5)
5. Mentors assigned Sept 2013, monthly progress monitoring
6. Weekly Wednesday after noon meetings devoted to reviewing student work – Sept/Oct (review of performance assessments), Nov –June (review of classroom work)
7. Research of new curricula Sept 2013- Nov 2013, December 2013 development of units and pacing calendar developed
8. Hiring and programming decisions in August 2013
9. Ongoing- every marking period- 6 per year
10. Selection and reproduction of materials Aug and Sept 2013; classroom administration Oct 2013; Scoring and Scanning Oct 2013; PD Oct- May 2014; 2nd administration May 2014; scoring and scanning June 2014

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

1. Purchase of core curriculum, payment for training, programming students into leveled ability, strategic teacher programming decisions based on last year’s data
2. Use of PD time and per session to support unit writing, purchase of novels
3. Use of Circular 6 assignment to write units and student volunteers to produce materials for extended day; programming students and teachers together
4. O’Mara, Sullivan, Mohan to training on Advance Summer 2013; use of professional development days and faculty conference time to develop teacher understanding of Danielson’s work; Admin learning walks each Monday (Oct- Jan); admin work with Fared/Breen; group sessions developed by review of Advance (ie. least effective areas get the most attention)
5. Use of circular 6 and some per session funds to support mentoring
6. Partnership with CBO which allows staff to meet together on Wednesday afternoons
7. ELL program created so that ELL teachers have time to meet with ELA teachers
8. Program which enables one teacher to teach all SC ELA classes in grade 6-8 (also applicable to other major subject areas); Program which enables appropriate partnerships for ICT pairings
9. Review of IEPs through SIT and Review of students through CST
10. Scheduling of exams and scheduling scoring of exams

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).

AP Tom Sullivan will present to the Parents Association at 11/4 meeting. Syllabi sent home for each ELA course in September. Marking period updates provided to parents by classroom teachers. Use of Jupiter Grades by classroom teachers. Principal’s Newsletter distributed bi-monthly. Back to School Night in September where new curriculum is discussed by teachers.

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	Title IA	Title IIA	Title III	Set Aside	Grants
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 we will increase the number of students in grades 6-8 scoring at or above proficiency in Math by 3-5% as reflected in ATS. Target is 36.1 or greater.

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.

Although our performance numbers are consistently high (2013 33.1%), as are our growth percentiles (2013 -65%ile) we see this as an area for continuous improvement.

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. Implementation of CCLS aligned curriculum for Math classes
2. Revision of units of study for project based math classes
3. Revision of units of study for extended day
4. Professional development via classroom observation and group sessions
5. Mentoring of new teachers
6. Analysis of student work
7. Implementation of new ELL resources
8. Teachers of SWD programmed according to area of expertise
9. Flexible programming of all students including SWD
10. Pre and post assessment aligned to CCLS
11. Pre and post assessments via Scantron

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

1. Sean Mohan, AP and grade leaders from each grade
2. Sean Mohan and math teachers
3. Sean Mohan, Tom Franzkiewicz
4. Sean Mohan, Lori O'Mara, selected staff members
5. Lori O'Mara, Sean Mohan, Josh Seuss, Tom Franzkiewicz
6. Entire math department
7. Sean Mohan and math teachers
8. Stacy Miller, Thomas Sullivan, Sheilagh Lustig, Lori O'Mara, Sean Mohan
9. Stacy Miller, School Assessment Team,
10. Lori O'Mara, Tom Sullivan, ELA teachers
11. Lori O'Mara, Tom Sullivan, ELA teachers, Tony Ramirez Computer Technician

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

1. Baselines in September 2013 compared to midlines in January 2014 and end line in June 2014
2. Analysis of student work at the end of unit completion
3. Teacher feedback and comparison of midline in January 2014 to baseline of September 2013
4. Teacher feedback sheets and comparison of classroom observation data via Advance
5. New Teacher Mentoring System activity, classroom observation
6. Agendas, note taking tools, classroom observation
7. Baselines in September 2013 compared to midlines in January 2014 and end line in June 2014
8. Review of marking period statistics per teacher every marking period
9. Review of marking period statistics per student every marking period
10. 90% of students tested by Oct 31; 90% retested by June 2014
11. 90% of students tested by Oct 31; 90% retested by June 2014

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

1. Summer 2013 selection and preliminary training, September 2013 first unit of study and baselines
2. Summer 2013 revise units, implement Sept 2013-June 2014, revise as needed throughout year
3. Summer 2013 develop units, Mohan to revise, copy and distribute each month
4. All IPCS completed by end of Oct 2013, ½ observations to be completed by Jan 2014, remaining half completed by April 2014
5. Mentors assigned Sept 2013, monthly progress monitoring

6. Weekly Wednesday after noon meetings devoted to reviewing student work – Sept/Oct (review of assessments), Nov –June (review of classroom work)
7. Best Practice sharing on use of ELL resources aligned to math curricula December/ Jan
8. Hiring and programming decisions in August 2013
9. Ongoing- every marking period- 6 per year
10. Selection and reproduction of materials Aug and Sept 2013; classroom administration Oct 2013; Scoring and Scanning Oct 2013; PD Oct- May 2014; 2nd administration May 2014; scoring and scanning June 2014
11. Installation of computer lab Aug 2013; test administration Sept/Oct 2013; PD Oct- May 2014; 2nd administration May 2014

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

1. Purchase of core curriculum, payment for training, programming students into leveled ability, strategic teacher programming decisions based on last year’s data
2. Use of PD time and per session to support unit writing
3. Use of Circular 6 assignment to write units and student volunteers to produce materials for extended day; programming students and teachers together
4. O’Mara, Sullivan, Mohan to training on Advance Summer 2013; use of professional development days and faculty conference time to develop teacher understanding of Danielson’s work; Admin learning walks each Monday (Oct- Jan); admin work with Fareed/Breen; group sessions developed by review of Advance (ie. least effective areas get the most attention)
5. Use of circular 6 and some per session funds to support mentoring
6. Partnership with CBO which allows staff to meet together on Wednesday afternoons
7. Use of Wednesday afternoon meetings to explore ELL resources
8. Program which enables one teacher to teach all SC math classes in grade 6-8 (also applicable to other major subject areas); Program which enables appropriate partnerships for ICT pairings
9. Review of IEPs through SIT and Review of students through CST
10. Selection and reproduction of materials Aug and Sept 2013; classroom administration Oct 2013; Scoring and Scanning Oct 2013; PD Oct- May 2014; 2nd administration May 2014; scoring and scanning June 2014
11. Installation of computer lab Aug 2013; test administration Sept/Oct 2013; PD Oct- May 2014; 2nd administration May 2014

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).

Syllabi sent home for each Math course in September. Back to School Night in September where new curriculum is discussed by teachers. .Marking period updates provided to parents by classroom teachers. Use of Jupiter Grades by classroom teachers. Principal’s Newsletter distributed bi-monthly. AP Sean Mohan will present to the Parents Association at 11/4 meeting.

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

Reso A money to support computer purchase.

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, we will increase the numbers of underclassmen (grades 9-11) accumulating 10 or more credits per year by 3-5% as reflected in STARS. Target is 9th grade – 80%, 10th grade- 78%, 11th grade- 86.8%

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.

From our 2012-13 HS Progress Report we had the following credit accumulation numbers:
 9th grade 77%
 10th grade 75%

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. Development of Saturday Academy
2. Credit Recovery in extended day
3. Tutoring in Extended Day
4. Aventa Credit recovery
5. Professional development via classroom observation and group sessions
6. Mentoring of new teachers
7. Analysis of student work
8. Implementation of new ELL resources
9. Teachers of SWD programmed according to area of expertise
10. Flexible programming of all students including SWDs

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

1. Thomas Sullivan, Kathy Gilson, Teachers
2. Sheilagh Lustig, Mike Flanagan, Monica Kauschinger, Michelle Eisenberg, various teachers
3. Sheilagh Lustig, Monica Kauschinger, Michelle Eisenberg, various teachers
4. Sheilagh Lustig, Monica Kauschinger, Michelle Eisenberg
5. Lori O'Mara, Sean Mohan, Tom Sullivan, various teachers
6. Lori O'Mara, Sean Mohan, Thomas Sullivan, various teachers
7. Teachers in all departments
8. Teachers in all departments
9. Stacy Miller, Thomas Sullivan, Sheilagh Lustig, Lori O'Mara, Sean Mohan
10. Stacy Miller, Sheilagh Lustig, School Assessment Team,

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

1. Weekly attendance review, analysis of marking period grades, student surveys
2. Assemblies with students; monthly meeting with Flanagan and Lustig
3. Weekly review of attendance sheets; monthly Data Review Committee
4. Meeting with students; monthly Data Review Committee
5. Teacher feedback sheets; classroom observation; attendance sheets; observation reports
6. New Teacher Mentoring System activity, classroom observation
7. Agendas, note taking tools, classroom observation
8. Baselines in September 2013 compared to midlines in January 2014 and end line in June 2014
9. Review of marking period statistics per teacher every marking period
10. Review of marking period statistics per student every marking period

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

1. Develop program plan Sept 2013, Program runs mid-Oct to Jan 2014, review of program and restart by end of Feb 2014, classes run March- June 2014
2. Determine eligible students Sept 2013; assembly for eligible students Oct 2014; students attend sessions Oct- Jan 2014; review of program and restart by end of Feb 2014, classes run March- June 2014
3. Determine extended day assignments Aug 2013; tutoring sessions begin 9/25; monthly review by Data Review Committee; review Regents passing rates and attendance in early Feb 2014- gauge if assignments are working and appropriate; tutoring sessions for second term begin late Feb 2014 to June 2014
4. Purchase Aventa in Aug 2013; register students Sept 2013; sessions run from Oct 2013- Jan 2014; register students Feb 2014; sessions run from March 2014- June 2014
5. All IPCS completed by end of Oct 2013, ½ observations to be completed by Jan 2014, remaining half completed by April 2014; monthly Lunch and Learns Oct 2013- May 2014; conference days (11/7, 2/3, 6/5)

6. Mentors assigned Sept 2013, monthly progress monitoring
7. Weekly Wednesday after noon meetings devoted to reviewing student work – Sept/Oct (review of assessments), Nov –June (review of classroom work)
8. Best Practice sharing on use of ELL resources aligned to math curricula December/ Jan
9. Hiring and programming decisions in August 2013
10. Ongoing- every marking period- 6 per year

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

1. Partnership with RCC to fund teachers; RKA to fund admin; programming done by HS guidance department; curriculum developed by teacher/admin teams
2. Funded through tax-levy extended day time, teachers identify eligible students; texts for the students; use of school computer lab for students
3. Funded through tax-levy extended day time, attendance sheets
4. Aventa purchased with Tax levy funds; teacher paid with Tax Levy funds
5. Program design so that teachers have time to attend group sessions; Partnership with CBO which allows staff to meet together on Wednesday afternoons; per session for admin completing observation reports
6. Use of circular 6 and some per session funds to support mentoring
7. Partnership with CBO which allows staff to meet together on Wednesday afternoons
8. Use of Wednesday afternoon meetings to explore ELL resources
9. Program which enables one teacher to teach all SC math classes in grade 6-8 (also applicable to other major subject areas); Program which enables appropriate partnerships for ICT pairings
10. Review of IEPs through SIT and Review of students through CST

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).

Lori O'Mara will present to the Parents Association at Sept and Oct meetings. Syllabi sent home for each course in September. Marking period updates provided to parents by classroom teachers. Use of Jupiter Grades by classroom teachers. Principal's Newsletter distributed bi-monthly. Back to School Night in September where new curriculum is discussed by teachers. Progress reports sent home to parents throughout marking period.

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

Partnership with our CBO Riverdale Community Center to create Saturday Academy. The CBO and the school share staff and administrative costs of the program which allows HS students the opportunity to earn missing credit.

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.

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.

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.

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

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment

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

Tax Levy	Title IA	Title IIA	Title III	Set Aside	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.

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.

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
11.
B. Key personnel and other resources used to implement each strategy/activity
11.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
11.
D. Timeline for implementation and completion including start and end dates
11.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
11.

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).

Budget and Resource Alignment

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

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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	COACH for Grades 6-8 and flexible methodologies 28- 6 th Grade 51 7 th Grade 72 8 th Grade 15- 9 th Grade 15 10 th Grade 20 11 th Grade 15 12 th Grade	Small group	After school
Mathematics	Ready! NYCCLS by Triumph for Grades 6-8 and flexible methodologies 52- 6 th grade- 34- 7 th Grade 33- 8 th Grade 30- 9 th grade 20- 10 th grade 10- 11 th grade 10- 12 th grade	small group	After school
Science	Prentice Hall Review Books and Castle Learning) 25-8 th Grade 30- 9 th grade 20- 10 th grade 10- 11 th grade 10- 12 th grade	small group	After school
Social Studies	Castle Learning and review of written work 30- 9 th grade 20- 10 th grade 10- 11 th grade 10- 12 th grade	small group	After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance groups and peer mediation 3- 6 th Grade 5- 7 th Grade 10- 8 th Grade 20- 9 th Grade 12- 10 th Grade	Small group, one on one	During the school day, after school

	13- 11 th Grade 15- 12 th Grade		
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**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)	Targeted Assistance (TA) Schools	Non-Title I
		x	

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.

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).

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

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 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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
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 10	Borough Bronx	School Number 141
School Name Riverdale Kingsbridge Academy		

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 Lori O'Mara	Assistant Principal Sheilagh Lustig
Coach type here	Coach type here
ESL Teacher Loretta Bellom	Guidance Counselor Mark Siracusa
Teacher/Subject Area type here	Parent Taffy Dabby
Teacher/Subject Area type here	Parent Coordinator Julie Prince
Related Service Provider Catherine Benitez	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	5	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	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1360	Total number of ELLs	82	ELLs as share of total student population (%)	6.03%
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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														
Pull-out							3	3	3	3	3	3	3	21
SELECT ONE														0
Total	0	0	0	0	0	0	3	3	3	3	3	3	3	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	82	Newcomers (ELLs receiving service 0-3 years)	42	ELL Students with Disabilities	25
SIFE	6	ELLs receiving service 4-6 years	16	Long-Term (completed 6+ years)	24

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	42	6	4	16	0	8	24		13	82
Total	42	6	4	16	0	8	24	0	13	82

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							9	12	14	17	5	1	2	60
Chinese														0
Russian							2	1		2	1			6
Bengali									1	1				2
Urdu							1							1
Arabic								1	1			1		3
Haitian													1	1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian							3	1			2			6
Other							1		1	1				3
TOTAL	0	0	0	0	0	0	16	15	17	21	8	2	3	82

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)							5	4	1	1				11

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)							1	4	8	6	4	1	1	25
Advanced (A)							10	7	8	14	4	1	2	46
Total	0	0	0	0	0	0	16	15	17	21	8	2	3	82

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													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	6	3			9
7	11				11
8	13	1			14
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	11		2						13
7	9	3	1						13
8	8	3	3	1					15
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	4		11	2	2				19
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	3	0	0	0
Integrated Algebra	7	2	4	1
Geometry	1			
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	8	0	2	
Physics				
Global History and Geography	4		1	
US History and Government	1	1		
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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.

We use the NYC Performance Assessment and Scantron to assess literacy skills for our ELLs. We realized that we need to do more information about the strengths and weaknesses of our ELLs so we have recently begun to use the DRA as well. The DRA will be given at least once per term so that we can better measure student progress and growth. The data we have shows that many of our new ELLs have reading comprehension skills that are at least 3 years below grade level. Many of our long term ELLs have lexile levels that are below grade level and as a result we are using more lexile leveled texts within subject area classes in order to provide multiple entry points for our ELLs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Although 17% of our students scored Proficient on the 2013 NYSESLAT and another 17% moved up a full level, we realize that our students need more reading and writing support. Our long term ELLs consistently score at the advanced level on the NYSESLAT but do not move beyond that within the next 2 years. Our HS ELLs score Proficient on the NYSESLAT at a lower rate than our MS ELLs, this difference does not correlate to years of service. Our students consistently perform higher in listening/speaking than in reading/writing. This same pattern is seen on the LAB-R data. Based on the Spanish Lab-R data we are able to see that about 50% of our newly arrived Spanish speaking ELLs do significantly better on the Spanish Lab-R than on the English Lab-R. By analyzing the patterns and trends across grade and proficiency levels we can see that certain grades, 8th in particular, need more support in the subject area classrooms in addition to ESL. We arrange time for the ESL teachers to meet with the subject area teachers to help plan lessons that will enable all students to access material being taught and to gain greater competence in CCLLs tasks.
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 [AMAQ tool](#))

NYS did not release modality information for the 2013 NYSESLAT. The data from prior years has shown that our ELLs do better in listening and speaking than in reading and writing. Teachers in both freestanding ESL classes and subject area classes are working to ensure that students get the reading and writing support they need as their spoken language skills improve.

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?

In our freestanding ELS program we have seen that our HS ELLs score similarly on the Regents exams taken in the Native Language as they do on exams in English. For our MS students who are native Spanish speakers we have seen that they do better on the math scantron exam in Spanish than they do on exams given in English. We have not used the ELL periodic assessment in the past but we are going to use it beginning in the spring 2014. We will use this data to make instructional decisions going forward.

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](#).)

We do not have any grades K-5 students.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers are made aware of all ELLs and the accommodations they are entitled to, teachers have native language textbooks when available and bilingual glossaries, both subject specific and general. Students are provided support from the ESL teacher both during and afterschool and subject area teachers meet with ESL teachers to discuss strategies to help ELLs in the subject area classrooms.
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 currently offer a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate our programs success by looking at how many of our students improve their performance on the NYSESLAT, and the NYSED ELA and Math exams. We look at how our ELLs do in comparison to other subgroups and the student body as a whole. For our high school students we examine Regents data. 17% of our ELLs scored proficient on the Spring 2013 NYSESLAT and

another 17% moved up a level. Even with these results we recognize that we would like to see greater growth among our ELLs and are currently looking into what additional programs and materials we can use to support our ELLs as we move them toward CCLS proficiency. We recently purchased English 3D from Scholastic and our ESL teachers will be getting training that they will turnkey to other staff.

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](#).)
As new students are admitted to the system we immediately administer the Home Language Identification Survey (HLIS), including the informal oral interview in English and in the native language. We have inhouse staff who can act as interpreters for a variety of languages including, Spanish, Tagalog, French, Greek, and Hebrew. When we do not have an interpreter we contact the Office of Translation services for phone interpretation. The principal, Assistant Principal of ELLs or the ELL teacher, Ms. Loretta Bellom conducts these interviews. All team members work closely when admitting new students, all necessary steps are taken to ensure students are properly identified through a completed HLIS survey. When a parent indicates that another language is spoken at home, the ELL coordinator is immediately called and the student and parent interview is conducted and the parent is immediately informed on the options available, and the LAB-R exam is discussed. We use the EPIC Facilitator's Guide for resources to assist with parent communication and share important information with parents regarding the various ESL programs available.
We administer the Language Assessment Battery-Revised (LAB-R) within 10 days of entry into the school system. Based on LAB-R scores, we determine the best placement for students according to their performance on the assessment. For Spanish language students, the Spanish LAB-R is administered if the LAB-R is not passed. If a student's performance indicates that they are eligible for services, the parent is notified of their child's eligibility by telephone, in-person, and in writing. An orientation is offered, and the parent is informed of the various options. The LAB-R is conducted by one of our ESL teachers, and the results are immediately used to determine the student's best placement. Parents are communicated with in their native language. When possible, we ask our licensed pedagogues who may speak that language to assist with the translation process. If a person is not available, we make use of the translation services offered through the Department of Education. Once the parent has informed the school of his/her program choice it is entered in ATS in the ELPC screen within the required 20 days.
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.
As new students are enrolled in the school (during the interview process) we explain the different types of programs available to them. Once a child has been confirmed as being an ELL, based on the LAB-R, we contact parents via phone and mail and invite them to a parent orientation with the ELL coordinator. Parents are shown the video that discusses the choices, in their native language. During the orientation process, a licensed pedagogue explains the different kinds of programs (Free Standing, Transitional Bilingual Education, Dual Language). The structures in place to ensure that parents understand program choices include having bilingual school aides, a parent coordinator, bilingual family worker, bilingual guidance counselor and school translators available in 10 languages (seven of which are current school based employees). Materials explaining the program and parent choices are distributed in the various major languages. Parent meetings are held regularly and are attended by teachers who can translate. If a parent chooses a program that we do not currently offer in our building the ELL coordinator reaches out to OELL and stays in contact with the parent until an appropriate placement is found. While awaiting an appropriate placement the child is provided ESL services.
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].)

We schedule in-person parent orientations for entitled students to distribute all information. Invitations are sent home in the parent's preferred language and phone calls are made when possible. These sessions are facilitated by the ELL coordinator with interpretation services provided on an as needed basis. Parents are given a copy of entitlement letters at the meeting. If parents do not attend a meeting they are contacted via phone. During the conversation the letter is explained to them and a copy of the letter and all forms are then sent home with the child. Files for these returned documents. Continued entitlement letters are sent home with students and mailed home as well. Copies of all documentation are kept by the ELL coordinator.

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.

Parents are immediately provided with the HILS form, and the ELL coordinator contacts parents and guardians immediately upon review of newly admitted students, in addition to the informal interviews of both students and parents. Parents are invited to attend information sessions on ESL services and are provided with an opportunity to view an informational video. ESL orientation is provided by the ELL coordinator. Parents are administered the Program Selection Survey to determine parents' choice. To ensure that entitlement letters are distributed and Parent Survey and Program Selection forms are returned we provide consistent parent outreach via ESL coordinator and the bilingual family worker, in addition to school based employees who assist with parent outreach and communication. We administer the Language Assessment Battery-Revised (LAB-R) within 10 days of entry into the school system. Based on LAB-R scores, we determine the best placement for students according to their performance on the assessment. If a student's performance indicates that they are eligible for ELL services, the parent is notified of their child's eligibility by telephone, in-person, and in writing. An orientation is offered, and the parent is informed of the options. When possible, we ask our licensed pedagogues who may speak that language to assist with the translation process. If a person is not available, we make use of the translation services offered through the Department of Education. Continued entitlement letters are sent home with students and mailed home as well. Copies of all documentation are kept by the ELL coordinator.

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.

Prior to administration of the NYSESLAT we review all ATS data to ensure that all ELLs will be scheduled for the exam. The test coordinator reviews the RESI and RLAT to confirm that all students are scheduled. We begin to administer the exam as soon as the assessment window opens. That allows us adequate time to administer all sections to all students. When needed our ESL teachers are provided with coverage to enable them to administer the speaking portion to all students. The testing coordinator develops a schedule to ensure that all students are tested by an ESL teacher other than the one who provides ESL services to the student. Bilingual guidance staff provides help in reaching out to any student that has been absent for any part to the exam to ensure that we test all students in all modalities.

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.  The parents of over 98% of our newly enrolled ELL students have requested Freestanding ESL. This trend has remained constant for the past 3 years. At this time we offer only freestanding ESL classes based on student enrollment and parental choice.

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])?
As a 6 - 12 school we use a departmentalized model for all of our subject classes. ESL is done on a pull-out basis. Classes are ungraded because they are based on NYSESLAT level and data received from subject area teachers.
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)?
Many of our student receive multiple ESL classes during the course of the day in order to obtain (where the students level indicates) their required 360 or 540 minutes of ESL service. For our Beginning students one class works on building basic English skills while the other class works to help build CCLS skills.
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.
Our ESL certified teachers work with subject area teachers to build competence in scaffolding and developing multiple entry points. Teachers use adapted novels in the ESL class that are paired with traditional novels being studied in ELA classes. Teachers use the Code-X and English 3D programs in both the ESL and ELA classes. ESL teachers work with ELA and other subject area teachers to adapt lessons to ensure that the content is accessible to ELLs. Performance Assessments are given in the native language when possible to help with CCLS skill development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
As we move toward computer based assessment including scantron student can take assessments in the native language more readily. This allows teachers to more accurately evaluate students content knowledge.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Our ESL and ELA teachers work on the four modalities throughout the year and students assessment results, including NYC performance assessments in SS, Math and ELA and scantron assessments in ELA and Math are evaluated by classroom and ESL teachers. ESL teachers evaluate the four modalities twice per term and adjust instruction as needed. ESL teachers then differentiate lessons as needed in their smaller classes to ensure that students are working to improve individual competencies in each modality.
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).

SIFEs: We evaluate our SIFEs using a variety of off grade level assessments including DRA, Performance assessments and

Scantron. Once we establish the students areas in need of improvement the ESL teacher works with the subject area teacher to scaffold lessons. We purchase supplemental materials for these students on an individual, as needed basis. The students are given intensive support during extended day with the subject area and ESL teacher.

Newcomers: These students are included with grade level peers for the majority of the day. The ESL teachers work with the subject teachers to provide support as needed in tayloring lessons or bringing in additional resources. Vocabulary development is included in subject are lessons and in the ESL classroom. Our CBO also works with us to provide additional supports to these students and their parents through Saturday and evening opportunities.

4-6 years: We work eith these studenst to increase reading comprehension and writing skills. Assignments are designed so that these students have opportunities to use graphic organizers to plan and develop longer writing pieces that will meet CCLS standards.

Long Term: These students are provided more support in the area of reading and writing and are given extended opportunities to work with subject area and ESL teachers to develop skills needed to pass the NYSESLAT and NYS exams required for HS graduation as well as collge and career rediness skills.

Former ELLs: These students are provided the accomodations needed to ensure that they have a smooth transition. For some students we provide continuing ESL services if the teachers and students feel that these services would be beneficial. These studenst have glossaries available as needed and are offerend extended day support to ensure their continued success.

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?

Teachers work to include vocabaulary development in all subject are lessons. New topics are introduced with vocabulay included and visual aides are used in many lessons. We have recently begun to use English 3D and Code-x.

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 ELL/SWD students are provided all instruction within the least restrictive enviornment. We have students in out ICT classes, SETSS and in self-contained classes based on individual needs. These students are all individually programed based on individual needs.

Courses Taught in Languages Other than English ⓘ

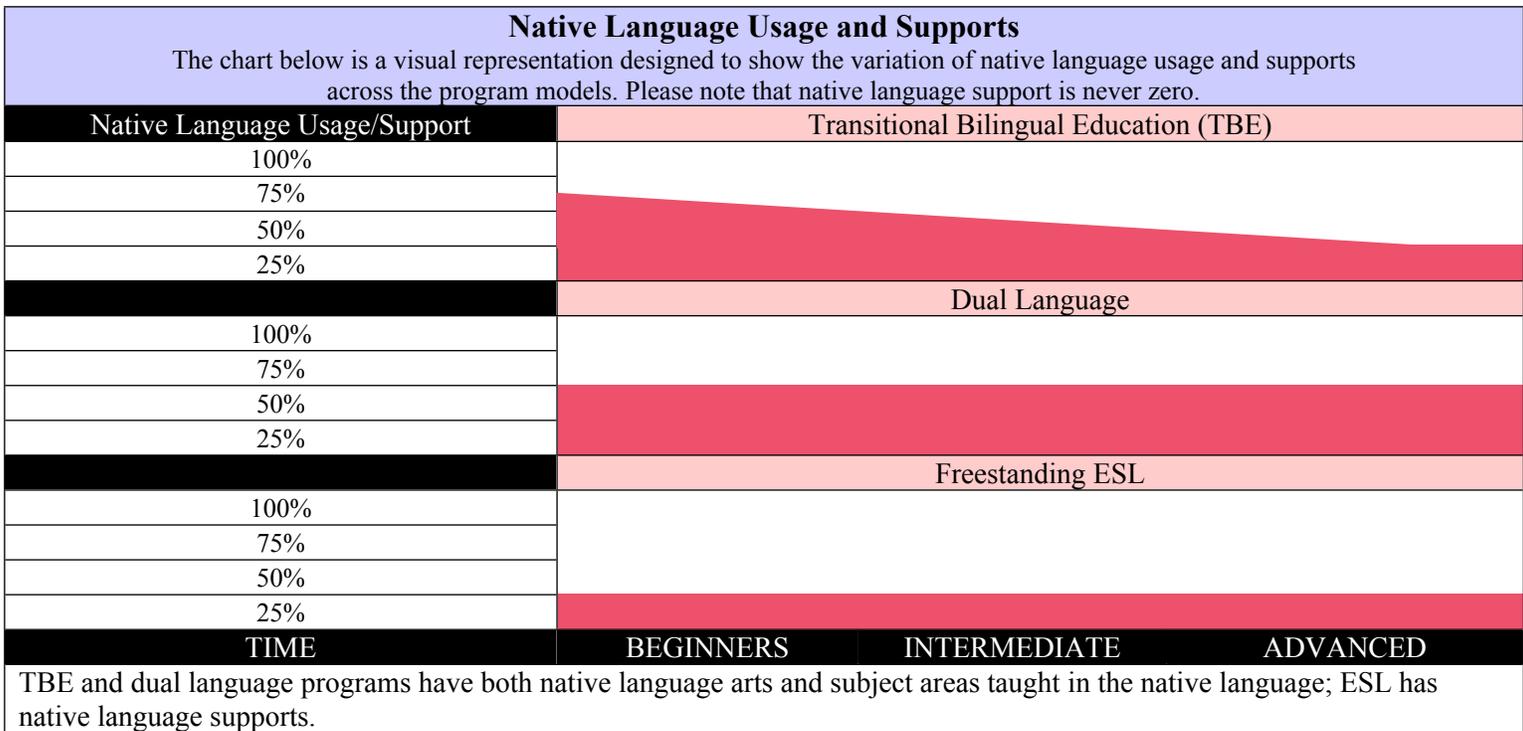
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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.
- Our targeted intervention program includes our extended day programs. We offer extended day ESL classes for students who need more language support in reading and writing and classes for students who need more subject area support. We also offer push-in ESL support in Math during this time. We offer The ESL teacher works with the Social; studies and Science teachers as they unti plan to ensure that content areaknowledge will be accessible to all students. the ESL teachers work with subject area teachers and instructional leaders to better assist our ELLS with mastering content needed for CCLS tasks and exams.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Based on our success rate on the NYSESLAT we feel that our language development program is fairly successful. We need to improve our ELL pass rate on required Regents exams and are looking at ways to better meet the needs of our ELLs in the subject area classes. We are using the NYC performance tasks as a way to evaluate student progress. These tasks are completed twice a year. We also use our in-house unit assesments to evaluate student progress. These assessment are given once every 4-6 weeks and the results are reviewed by both subject and ESL teachers.
11. What new programs or improvements will be considered for the upcoming school year?
- We recently purchased English #d to help support our ELLs. We review our student pass rate in subject area classes and provide more push-in service as needed . Our ELLs poor results on Regents exams leads up towrd more push-im services in the HS. That is something we are working on going forward. We are regualrly evaluating our enrollment information to see if we need to open a bilingual bridge class in our Middle School.
12. What programs/services for ELLs will be discontinued and why?
- None of our programs are scheduled to be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are offered all activites within our school including our afterschool program through our CBO. We send home notices about extra curricular activites such as trips in multiple languages. Our CRO offeres programs designed for ELLs students and parenst on Saturdays and Evenings.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Smartboards are available for use in all classrooms. Teachers are invited to use the new computer lab to access different materials with a whole class or a group of students. Computers, with headsets for read aloud, are available as well. We order subject area textbooks in alternate languages where needed and available. STudents are given access to on-line native language textbook where available.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- With in the ESL class the teachers have books in native languages paired with books in English. This allows the student to learn English while gaining content in the native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All of our ELL classes use age appropriate, high interest instructional materials. We have separate classes for middle school ELLs and high school ELLs In the MS the focus is on language acquisition. AS the students move into the upper grades more focus is given to specific contact area knowledge. HS classes support the devlopment of knowledge that is required for students on exams required for HS graduation.
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.
- Newly enrolled students are given a buddy to help them transition to our school. Our guidasnce counselors hold regular lunch bunches and newly enrolled students are taregted for these activities. New students are also matched with a teacher who will act as point person for the student; the student can come to the teacher with any problem issue and that teavher will help him/her.
18. What language electives are offered to ELLs?
- Our ELLs are invited to take French level I, II and II as well as Spanish level I, II, III AP Spanish and Spanish Cinema.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - 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)?

We do not have a Dual Language Program

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.

Teachers are invited to attend any appropriate PD offered by OELL. Teachers that attend training then turnkey information at subject, grade or staff conferences. CCLS PD is offered at bi-weekly meetings and teachers of ELLs attend those trainings. Since we are a 6-12 school we assist students with the transition from middle school to high school. We work with students so that they gain credits while improving their second language skills. Our HS and MS guidance staff work closely together to ensure a smooth transition. Whenever possible our students remain with the same ESL teacher as the move to HS.

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?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

We have parent workshops focused on specific topics such as; helping your child succeed in school, navigating the road to college and changes to NYSED exams. We always send out notifications about workshops in multiple languages and have interpretation services available at all parent workshops. Our CBO, Riverdale Community Center, provides a variety of services to ELLs and their parents. They offer Saturday workshops for parents, and parents and children. These workshops include the HS selection process, Resume Writing, ESL classes for parents, and Internet Safety. These workshops are taught by bilingual personnel and translators are brought in as needed. We ask parents what workshops they would like us to offer. This is done on-line, via letter and through the PTA. We involve translators in this process, particularly on back to school night and at PTCs. Our main translation location is in the Parent Coordinator's office so she is available to assist parents and speak with them about their needs. If parents express an interest in a particular area we will offer that workshop and provide interpretation as needed. Our Road to College and Financial Aid night both arose through parent requests and we had bilingual personnel present to translate and answer questions.

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.

Paste response to question here:

School Name: Riverdale Kingsbridge Academy

School DBN: 10X141

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lori O'Mara	Principal		1/1/01
Sheilagh Lustig	Assistant Principal		1/1/01
Julie Prince	Parent Coordinator		1/1/01
Loretta Bellom	ESL Teacher		1/1/01
Taffy Dabby	Parent		1/1/01
Marcella Quehl	Teacher/Subject Area		1/1/01
Dayanara Garcia	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Jennifer Aponte-Acosta	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Thomas Sullivan	Other <u>AP</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10x141 **School Name:** Riverdale Kingsbridge Academy

Cluster: 4 **Network:** 411

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

Part A: Needs Assessment Findings

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

We review parent language preferences in ATS and whenever possible we send home written communications in alternate languages as needed. Written items are translated by school based staff or are sent to DOE to be translated. We arrange for school staff to translate for parents when possible. When school based personnel are not able to translate we use phone translation services.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The language that we most often need translation to is Spanish. We have a lesser need for both Russian and Arabic translation. We occasionally have a need for French translation. We also need a variety of low incidence languages. Our findings were shared with the school community at the SLT meetings and at a parents association meeting.

Part B: Strategies and Activities

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

We have many highly qualified staff members who are capable of translating written communication into Spanish. We reach out to DOE or in some cases parent volunteers to translate items into Russian and/or arabic. We have a highly qualified French teacher who provided French translation as needed. For other languages we reach out to DOE translatuion services when the need arrises.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

We have on staff translators for Spanish, French, Tagalog and basic Russian. For parent teacher conferences we arrange to have translators provided by the DOE as well. When we need a translator for other languages we use the DOE phone services and/or arrange for parent volunteers.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

We keep copies of all critical DOE registration documents on file in all available languages. We meet with all new parents to ensure that the HLIS is completed accurately and that all information is entered correctly in ATS. We post signs in multiple languages informing parents of the availability of translation services. Pertinant documents are routinely sent home in English and Spanish. Documents are translated into other languages based on parentl need.

As per an agreement with New York State Education Department, all schools will be required to develop and submit a new Title III Application every other year.

For the 13-14 school year, schools may continue to use, modify, or revise the 12-13 Title III Application.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The 2012 Progress Report indicates that ELLs in our school make less than average progress and tend to remain on Levels 1 and 2. In addition, those ELLs who are in the city-wide lowest 1/3 are not making adequate progress. Over the past 2 years we have begun to receive more newly arrived ELLs than in previous years. In addition, although our overall NYSELST scores showed improvement our long-term ELLs continue to remain stagnant. Offered after and before the normal school day, our supplemental instructional program for students in grades 6-8 is led by ELL and special education teachers three days a week, and it is designed to build vocabulary, reading and writing skills. These students are assigned according to their most recent ELA and math assessment. ELL students are programmed for the supplemental instructional program and are grouped according to proficiency level and/or years of service. The program runs from January 7, 2013 to April 26, 2013. Our supplemental instructional program meets in one of the following out-of-school time schedules:

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

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

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

Total 78 hours instructional

Our school-wide data shows that our HS ELL students struggle with credit accumulation and Regents exams. In addition, our long-term ELLs struggle more than other ELLs. We are now offering Skills Remediation Sessions after school staffed by a licensed bilingual special educator to remediate students in key skills so that they can complete their homework independently because homework completion is a key factor in credit accumulation. This is offered by one assigned teacher for one hour, three days a week from February 4 to May 17, 2013. A Regents Prep program is offered to ELL students for Global History, ELA, and Math areas where our ELL students struggle. It is offered 2 times a week for 2 hours a day 4 weeks prior to the June Regents testing period (5/13/13-6/7/13). This class is led by a licensed ESL teacher with the support of a content area teacher.

1 teacher/1 Hr/ 36 Days = 36 Hrs

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

Total 132 Hours - Instructional

Part B: Direct Instruction Supplemental Program Information

Total 16 Hours Supervisory

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

Part C: Professional Development

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

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

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

Professional development addresses the needs of ELLs by having all content area teachers develop units which require strategies in dealing with ELLs. The content supervisor (Assistant Principal) stays abreast of new learning opportunities and provides opportunities for teachers to engage in these learning experiences; this includes professional development opportunities provided through our network and beyond. All other staff members including subject area teachers, paraprofessionals, guidance counselors, special education teachers, psychologists, Occupational/ Physical Therapists, Secretaries and Parent Coordinator attend faculty conferences where ELL learning is addressed as well as off site training as offered by the ISC or CFN.

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

This year, through our Grade-level team meetings, all teachers will have an opportunity to discuss ELL population needs and gain more experience with implementing the Common Core State Standards for Writing, Reading, and Language and the English Language Learner. Study groups and professional development opportunities will be made available to all staff throughout the school year on ESL

Part C: Professional Development

methodologies and the Common Core State Standards.

Part D: Parental Engagement Activities

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

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

Begin description here: We have a very active parent community at RKA; however, most parents that are members of the Parents Association are not parents of ELLs. We provide translation services (in Spanish) at these meetings and make translators (in Russian, Chinese, and Spanish) available for conferences with teachers. Notes are sent home in alternate languages to inform parents of the availability of translators at these events. We also translate important documents into home languages as appropriate. Parent workshops designed for and targeted towards the parents of ELL students are held before and after school on the Third Tuesday of each month. Some of the scheduled topics offered include: How can I help my child with HW?, What resources are available within our community?, Castle Learning, Educationally Helpful Websites, What is the NYSESLAT?, and The CCLS. Notices are sent home via email and written notices given to the children in their ESL classes. The notices are always in English and Spanish as well as other languages when appropriate. We have interpreters available at parent workshops so that parents can fully participate and ask questions.

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

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

The ELL coordinator frequently communicates with ELL parents. As a community school, the ELL coordinator ensures consistent communication with the parents of ELLs throughout the year to ensure student and parent needs are being met. Parent communication regarding their child's progress occurs in the following manner: Progress reports, ARIS, monthly teacher emails to parents, communication from the Parent Coordinator, and conferences with school supervisors and personnel. A Spring Academic Festival featuring all RKA students will be held in May 2013. We match our parent involvement activities to parents' expressed needs. Mainly they ask for curriculum information or want to meet with teachers, so we structure our Parent Workshops to meet the current trends of the parents.

Part D: Parental Engagement Activities

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Part E: Budget

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

Allocation Amount: \$11200

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

