

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: RIVERDALE AVENUE COMMUNITY SCHOOL

DBN (i.e. 01M001): 23K446

Principal: MEGHAN K. DUNN

Principal Email: MDUNN6@SCHOOLS.NYC.GOV

Superintendent: MAURICIERE DEGOVIA

Network Leader: ALISON SHEEHAN

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Meghan K. Dunn	*Principal or Designee	
Tawana Vasquez	*UFT Chapter Leader or Designee	
Annette Blackwood	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Camilla Barber	Member/ Parent	
Mahiska Bain	Member/ Parent	
Stacey Watson	Member/ Parent	
Anaska Joseph	Member/ Parent	
Vacancy	Member/ Teacher	
Marissa Thornton	Member/ Teacher	
Domonique Glover	Member/ Teacher	
Christina Battiloro	Member/ Teacher	
Marie Charles	Member/ Teacher	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	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 2015, school wide professional development and inquiry cycles will support all teachers in making measurable growth in *Danielson's Framework for Teaching*, so that no teachers are developing in more than 2 categories.

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.

Improving teacher practice is the best way to increase student achievement. Aligning our school wide goals and professional development program with the teacher evaluation system, will allow us to focus on more effective teacher practices that raise student achievement.

Instructional Strategies/Activities

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

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

1. All teachers will meet with the principal at the beginning of the year to identify goals for the year, aligned to the Danielson Framework for Teaching. Teachers will self-select a Danielson focus competency in order to engage in yearlong inquiry around the competency.
2. All teachers and staff will be provided with professional development opportunities on a monthly basis. Staff professional development opportunities will take place in school as well as with partner organizations.

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

1. Danielson Inquiry groups will be formed with the support of the principal, the instructional team, and the literacy coach. The literacy coach and principal will support the instructional team in planning and facilitating Danielson related PD. Each staff member is provided with a binder in order to keep track of observations, next steps, and professional development meetings.
2. School staff will partner with network staff to plan professional development opportunities for teachers, including those at the school and those in the network. The school will utilize 6 half days a year in order to provide increased professional development to teachers; school use part of the budget to pay for teachers to attend PD around the school, including Teachers College, and the Learning Community in New York. Teachers will also participate in the TCICP program.

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

1. Teachers will receive a minimum of one formal observation and four informal observations in order to be provided with frequent, timely feedback. Teachers will use Teach Boost in order to keep track of observations and feedback. Each Danielson group will make an end of year presentation to colleagues.
2. Teachers will have the opportunity to fill out feedback forms after professional development and staff will utilize a variety of qualitative data (such as observations and check-in forms to plan PD that addresses teacher needs. Weekly PD will be structured around the school-based initiatives, including PBIS, CARE Team, and Students assessment work.

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

1. Teacher meetings will occur in September. Mid-year check-ins will take place in January. End of year check-ins will occur in June.
2. PD opportunities are offered to teachers beginning in the summer and continue throughout the end of the school year.

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

1. As per the spring SBO, teachers will engage in inquiry once a week for a minimum of 50 minutes, aligned specifically to teacher growth and development. Teacher schedules will be organized in order to allow common planning and PD time with staff developers from Teachers College.
2. Budgetary resources will be used to pay for participation in the Teachers College Reading and Writing Project, as well as to pay for substitutes for professional development days.

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).

Not applicable.

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.

X Title I

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 2015, common core aligned instruction in literacy will result in 75% of students in first through third grade increasing three reading levels, as measured by Teachers College Running Records; 75% of students in fourth grade will increase 2 reading levels.

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.

As a growing school in a high poverty community with a large special education population, focusing on student growth allows us to measure the progress that students are making, based on where they begin. Our continued implementation of a fully aligned CCLS curriculum will help to facilitate authentic learning experiences for students with rigor that is appropriate for their current level of development.

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. Teachers will meet in August to participate in professional development around the CCLS, to be trained in the use of Teachers College Running Records, and to participate in planning. Professional development will continue throughout the year. Teachers will use running records to inform instruction and create strategic, small groups.
2. Flexible grouping will be used across the school to ensure that all students are getting strategic intervention. This kind of strategic grouping will occur in regular classrooms, during extended day, and in RTI groups.

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

1. All teachers and administration.
2. All staff.

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

1. Student running records will be administered at three benchmarks during the year, with struggling students being assessed an additional three times. Teachers will use their reading data to inform instruction and groups.
2. Each teacher will have at least 5 students participating in in-class RTI, at any given point in the year. The school's CARE Team and intervention teacher will be used in order to provide Tier 2 intervention to students. A Reading Recovery teacher will be providing Tier 3 intervention to select first grade students as well.

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

1. All student reading levels will be assessed by the end of September. Subsequent reading level assessments will take place in January, and April. Students who are performing at level 1 and 2 will have their reading levels assessed an additional three times during the school year, as aligned with report cards and school wide progress reports.
2. Groups will be adjusted at four points during the year.

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

1. Teachers will be paid per session to plan in August; ATRs and substitutes will be used to cover teachers for planning days; an instructional coach will be hire for the school; network achievement liaisons will provide professional development for staff.
2. Teachers and students have been flexibly programmed in order to ensure that teachers are freed up to pull small groups during the day, and so that students are able to join groups as their needs dictate.

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).

Parents are provided with interim progress reports three times a year, in addition to report cards; Parent workshops focused on increasing student literacy and study skills.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	Tax Levy		X	Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
During the 2014-2015 school year, the school will sponsor at least once parent focused event each month, and will send home materials for parents each month to support their child's learning at home.

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.
Parent involvement and parent partnership is an important part of student's educational growth. We want parents to be involved in the events and daily workings of the school so that they can support students in their development.

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. Parents will complete a parent survey at the beginning of the year, in order to gauge parent interest. The school will use its existing partnerships (Partnership with Children, Chess-in-the-Schools, Cookshop, NY Cares) to plan programming for parents on a monthly basis as well.
B. Key personnel and other resources used to implement each strategy/activity
1. Teachers and staff will partner with the PTA and outside agencies to plan programming for parents.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Parent activities will be provided on a monthly basis; parent survey will be sent out twice a year in order to update parent preferences as needed.
D. Timeline for implementation and completion including start and end dates
1. Events will take place on a monthly basis.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Out of classroom teachers, such as the instructional coach, will be used to provide workshops for parents.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
The school sends home flyers announcing all activities; we use school messenger to let parents know when things are happening; the school also purchased an APP that parents can download on to their phone; the RACS Raffle is used to reward parents whenever they attend any parent events.

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 #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
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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

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
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	FUNdations; Leveled Literacy Intervention; Guided Reading; Reteaching	Small group; one-on-one	During school day.
Mathematics	ECAM Centers; teacher created materials	Small groups	During the school day.
Science	Teacher created Materials	Small groups	During the school day.
Social Studies	Teacher created Materials	Small groups	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling	One on one; small group	During school

**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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Administration posts job descriptions at teacher training institutions, such as Teachers College, NYU, Hunter, and Brooklyn College; Administration attends job fairs being hosted by the DOE, area colleges, etc; use of the DOE website to interview teacher candidates identified as "highly qualified"; seeks out candidates with multiple licenses to support a diverse student body; providing ongoing professional development opportunities to teachers; offering option staff events to build camaraderie and collaboration amongst all staff members.

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).
Teachers are encouraged to seek out professional development opportunities, and to present them to the principal; money is allocated to support teacher attendance at professional development opportunities, including entrance fees and travel expenses; teachers are surveyed as to their needs; administration uses information observations to identify school wide trends and plan appropriately professional development opportunities.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
All of our programs and funds are used to ensure that students have the supplies and resources that they need to be successful, and that the academic program is supporting their needs.

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.).
Our curriculum is aligned across grades and builds on developmentally appropriate practices in order to support students; all of our parent and professional development opportunities as open to the parent community at large; we support parents in accessing early intervention for their students; as a looping school our teachers develop relationships with students and families in order to provide them with better support.

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.
Teacher teams are utilized in a variety of ways in order to include teachers in the decision making process; teachers are members of the Instructional Team, which meets on a bi-monthly basis to discuss trends in the school and to make decisions around instruction. The PBIS and CARE Team meet on a weekly basis, so that teachers and staff members overall can have a voice in school policy.

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).

Parent Involvement Policy (PIP)

Riverdale Avenue Community School's Parent Involvement Policy was designed based upon an assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the effectiveness of our parent involvement.

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

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title 1 program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title 1 Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding the required Title 1 set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title 1 funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and School-Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association and Title 1 Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA)
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; accessing community and support services (access ARIS);
- Provide opportunities for parents to understand the accountability system (e.g. NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report);
- Host the required Title 1 Parent Annual Meeting on or before December 1st of each year to advise parents of children participating in the Title 1 funded program(s), their right to be involved in the program and the parent involvement requirements under Title 1, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act; and
- Translate all critical school documents and provide interpretation during meetings and events as needed.

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

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

- Providing grade team written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Riverdale Avenue Community School, *in compliance with the Section 1118 of Title 1, Part A of the No Child Left Behind (NCLB) Act*, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Riverdale Avenue Community School staff and the parents of students participating in activities and programs funded by Title 1, agree that this Compact outlines how parents, the entire staff and students will share the responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities

Riverdale Avenue Community School will:

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

Parents will:

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

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

DBN: 23K446

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$245,050.74	X	See action plan
Title I School Improvement	Federal	\$16,961	X	See action plan

1003(a)				
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,676,022.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 23	Borough Brooklyn	School Number 446
School Name The Riverdale Avenue Community School		

B. Language Allocation Policy Team Composition [i](#) 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 Meghan Dunn	Assistant Principal Renee Martin
Coach Jacqueline Coley	Coach
ESL Teacher Jennifer Dewing	Guidance Counselor Benajamin Halioua
Teacher/Subject Area Keisha Hewett, SPED	Parent Camilla Barber
Teacher/Subject Area	Parent Coordinator Christine Yancey
Related Service Provider	Other
Network Leader(Only if working with the LAP team) Margery Cooper	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	223	Total number of ELLs	12	ELLs as share of total student population (%)	5.38%
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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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In		2	4											6
Pull-out	2			4										6
Total	2	2	4	4	0	12								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	10		1	2		2				12

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	10	0	1	2	0	2	0	0	0	12
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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	
	ELL	EP	ELL	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	
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	2		2	2										6
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		1	1											2
Haitian														0
French			1	1										2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1		1										2
TOTAL	2	2	4	4	0	12								

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)	2			3										5
Intermediate(I)			4											4
Advanced (A)		2		1										3
Total	2	2	4	4	0	0	0	0	0	0	0	0	0	12

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

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

- 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.
PS 446K uses two assessments to evaluate the early literacy skills of all of our students. 3X a year we administer the TCRWP running records, letter/sound and high frequency assessments. We also use the Reading Reform Foundation's phonogram analysis. These exams provide us with a baseline from which to measure student growth throughout the year. Data from these assessments allow us to

develop flexible groups for students, to target specific skills, and to plan our 37.5 minutes where we work on specific language and reading skills. All of this information is inputted into the TC Assessment Pro so that we can manipulate the data to look at subgroups, measure growth, and monitor teaching throughout the year. In addition, we set measurable goals for our students based on city-wide trends and where our teachers believe our students will be in June 2014.

Our newcomers (2 in KG and 2 in 3rd grade) were strong in letter identification and will need support in vocabulary and writing. Our 9 other ELLs have shown growth in reading comprehension. We know that as a community we need to continue to work on reading and writing skills with our ELLs, as these are the areas where our students are weakest based on the LAB-R and NYSESLAT results.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Based on the LAB-R and NYSESLAT results, we have seen progress in nearly all of our students. 3 students who entered our school in 2012 as beginners tested as Intermediate (2) and Advanced (1) on the NYSESLAT. 1 student who entered in 2012 as an Advanced is still Advanced. Our students who took the LAB-R at other schools in 2010 and 2011 and were beginners are now Advanced (1), Intermediate (2), and Beginner(1).

The results from three years worth of NYSESLAT indicate that our students have most difficulty with the reading and writing portions of the exam. In writing, scores range from 2-15. In reading the majority of scores were in the 15-17 range. Our students are strongest in speaking.

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](#))

We use student data in order to set goals for all of our students and to plan instructional groups. Using the NYSESLAT modalities, our ESL teacher creates focused groups that target specific skills. For ELL-SWD, classroom teachers and related service providers coordinate their instruction to support deficiencies. Instructional design is adjusted to support student development in the areas of greatest need based on scale score conversion and review. Instruction will maintain a focus on all four modalities.

Because we are a new school, we did not receive Title III funding for the 2012-13 school year.

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?

a. Currently, all of our assessments, except for the LAB-R, are given in English. Because we are a new school, (beginning year 2), we do not possess sufficient data to provide a full response to this question.

b/c. We do not give specific ELL Periodic Assessments. However, our ESL teacher meets with our Literacy Coach and Principal to discuss student needs based on the NYSESLAT and TCRWP. Planning time is allocated for classroom teacher and the ESL instructor to analyze quantitative and qualitative data and to share strategies that will work best with ELL students.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

As a school, we embrace the practices of RtI. However, we understand that there are different interventions that we can utilize with our ELL students at every tier of the process.

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

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

When we find that our ELL students are not moving at an appropriate pace, we move to Tier 2 interventions to provide supports. Our

ESL instructor meets with classroom teachers to share appropriate strategies. Students are placed in AIS, work with our Reading Recovery teacher, and are given intensive small group push-in instruction from our SETTs teacher instruction so that they do not miss what is being taught. For instance, we utilize shared reading and writing to engage students. Teachers link students' background knowledge to make sense of content. Teachers and classmates engage in conversations and the sharing of ideas that assist with language development. Teachers use the LAB-R to identify where the student is strong, and utilize those strengths to make connections with the English language. We provide additional scaffolds related to content - immersion into vocabulary, picture/media support, trips, repetition and the breaking down of lessons - to assist with grasping new ideas.

Before recommending a student for Tier 3, teachers with the ESL instructor, Literacy Coach and Principal, evaluate whether the ESL setting is appropriate for this particular student. Interventions are evaluated and the team provides the teacher with additional research based ideas to address student needs. If, the student continues having difficulty after all these supports have been put into place, then a more comprehensive evaluation has to be administered to see if additional services are necessary.

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

When a student enrolls in our school, they complete the Home Language Survey and a teacher conducts an informal interview with them in both English, and if they are from a Spanish speaking country, in their native language. This first conversation enables us to determine their primary language and their fluency in both languages. For those Spanish speaking students, we look at Spanish Lab-R results to see the students' language abilities in their native language.

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

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

We do not have dual language programs in our school.

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

Because we are only in our second year and our students have yet to take the state tests, we do not have measures for AYP. However, we use the LAB-R and NYSESLAT to measure student growth. 6 of our ELL students were beginners based on the LAB-R and are now Intermediates (4) or Advanced (2). We believe that our emphasis on community activities that allow for listening and speaking opportunities, and an ELA program that integrates reading and writing, are responsible for this growth in our students.

We also measure growth through the TCRWP assessments that are administered 3X a year. Last year _____

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. The steps followed for the initial identification of possible new ELL students at The Riverdale Avenue Community School begin with our pupil accounting secretary notifying our Literacy Coach, Ms. Jacqui Coley, or ESL teacher (TBD) that a new student is enrolling. Ms. Coley greets the new student and the family and has the parent complete the Home Language Identification Survey (HLIS) in their native language. Ms. Coley or the ESL teacher informally interviews the child to determine whether their primary language is English. Our Spanish speaking pupil accounting secretary, Ms. Blakis, assists if the child is a Spanish speaker. Additionally, we have three Spanish-speaking teachers and our Guidance Counselor speaks Spanish. a classroom teacher also speak Haitain-Creole. If the HLIS survey and the oral interview indicate that the student needs to be evaluated for ELL services, our certified ESL teacher, or Literacy Coach administer the LAB-R and the Spanish LAB (if applicable) and places the child in appropriate services

within 10 days of arrival, as per CR Part 154 of the Chancellor's Guidelines. The LAB-R is graded in the school and parents are immediately notified as to their child's designation as an ELL student.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Parents are sent a letter notifying them of their child's status as an ELL student. They are given a time and date to learn about the three program choices available in NYC for ELL students. They are given the brochure with the options, are shown the DOE video in their native language by the school's Parent Coordinator, ESL teacher or Ms. Coley, and then they fill out the survey with the three choices. This is all done within the first 20 days after their child has been enrolled. If a parent fails to come to the assigned meeting, the parent coordinator and/or classroom teacher contacts the parent to ensure that they come to the school and know their options.

We have ongoing parent Orientation meetings throughout the year as new students enroll in our school. We arrange for the appropriate translators to be present. At the orientation, the ESL teacher and other representatives of The Riverdale Community School (the principal, parent coordinator, and classroom teachers have all been present at various orientations) explain the process by which the New York City DOE identifies and services ELLs. We also explain the different services models available to ELLs in New York City public schools. As ELLs continue to be identified throughout the school year, parents will be given the opportunity to view a parent orientation DVD. This DVD presents ELL placement options clearly and objectively and is offered in nine languages. In addition, all parents are given a parent choice brochure in their native language. We had two orientations for all our ELL parents that were scheduled on September 25, 2012; these orientations took place before and after our parent teacher conferences. Based on parent surveys, informational letters, and conversations at parent orientations, all current ELL parents are aware of their program choices and are comfortable with the pull-out ESL program that The Riverdale Community School provides. As a school, we are aware that we need to offer a bilingual program if there are 15 or more students on one to two grade levels who speak a common language other than English. If we have a drastic increase in our ELL population in the coming years, we will begin to explore that option.

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

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 [\[see tool kit\]](#).)
3. As soon as a student is deemed eligible for ESL services based on their hand scored LAB-R scores (which are stored in the ESL teacher's compliance binder), the parent is notified with an Entitlement letter in both English and their native language. The Entitlement letter outlines their child's evaluation results as well as the various ELL service models available in the New York City Department of Education: Transitional Bilingual, Dual Language, and Freestanding ESL. This valuable information is presented to parents within twenty days of the start of the school year with a viewing of the EPIC video as well as translated brochures which explain New York City's three service models. In addition, we arrange for the appropriate translators to be present to clarify / answer any and all questions parents may have. After this orientation, parents are given a survey that asks them to rank their preferred service model on a scale of 1 - 3. Each survey is completed and signed by the the parents by the end of the Orientation meeting. This process ensures the understanding and completion of all ELL students Survey forms and each Parents Choice of an ESL Program for their child(ren). The surveys are stored in the child's cumulative file with an additional copy stored in the ESL teacher's compliance binder.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
The surveys are analyzed and the students placed in a program. Parents are aware of the fact that at this time, the Riverdale Community School only provides freestanding ESL services. If a parent were to select a dual language or TBE program they would be provided with information on programs available in the District.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The steps taken to annually evaluate ELL's using the New York State English as a Second Language Achievement Test (NYSESLAT) include ordering enough exams in October to administer the NYSESLAT to all ELL students in the Spring. The ELL students at The Riverdale Community School will be annually evaluated using the NYSESLAT and administered by the ESL teacher. This exam assesses the four major modalities - Speaking, Listening, Reading, and Writing in English to every ELL student in The Riverdale Community School. This assessment provides the teachers, parents, administrators, and students a score and data that reflects each students' level and understanding of the English language. The Speaking portion of the NYSEALAT is administered individually in mid-April 2014 through mid-May 2014. The Listening, Reading, Writing portions of the NYAESLAT are admistered to all ELL students in mid-May. I.E.P.guidelines are followed for eligible students. Also, on a monthly basis, the ELL teacher requests an R-LAB and R LAT report to update current as well as new students to ensure all ELL's have received required assessments.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
Based on survey results, parents are satisfied with ESL services. We are fully aligned with parent requests because as of this year, 4 newcomers out of our 4 ELLs had parent surveys which indicated a preference for Freestanding ESL. Although the parents were presented with all the ELL service options available to their child, as well as the option to transfer schools, all parents decided that they would be comfortable with their child attending The Riverdale Avenue Community School's present Freestanding ESL program. We will continue to make sure that parents are made aware that they are able to choose whichever service model they are most comfortable with, and as a school, we work to ensure that their preference are met. We will also continuously monitor parent choice through the use of the ATS ELPC Screen as parent needs may adjust. Our contact with parents does not stop after this initial step; every year all ELL parents are sent home a continuation or discontinuation of services letter based on their child's performance on the NYSESLAT.

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])?

At Riverdale Avenue Community School, we use a combination of models - both push-in and pull-out - depending on our students' needs. For instance, our two kindergarten students are currently being pulled out for their 360 minutes because of their intensive language needs. Our two first graders are in the same class, and are served through the push-in model as they need scaffolding in the content areas. The same is true of three intermediate second graders who are all in the same class and benefit from support with daily lessons. Three newcomer third graders are pulled out for ESL and also will be receiving intensive word study. Lastly, our ESL teacher serves two of our SPED ELLs through pull-out as they benefit from a quiet setting. Students are served in
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)?

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

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

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

Our school meets uses the curricular, instructional, and scheduling flexibility to meet the diverse needs of our ELL-SWDs in the least restrictive environment by making sure that all instructional strategies and grade-level materials the ELL teacher uses align with the New York State Common Core Standards. Providing small group instruction during their mandatory 360/180 minutes of ESL classes

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

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6a. Currently, there are no SIFE students enrolled in our ESL Program. But if we should have any SIFE students in the future or students eligible for ELA testing we would work to assess each student to determine their individual needs. Our plan is to fully invest in student needs through intervention measures, After-School Programs and to utilize data to drive instruction for our ELL students.

6b. Within our ESL Program model newcomer students receive differentiated instruction by providing materials at varied ability, interest levels as well as their individual learning style. Reading materials that address content and delivered along with daily scaffolds and levels are some ways to differentiate instruction. Providing lessons at varying levels of complexity or at different paces are other ways we offer newcomers ELL students differrentiated instruction. It is also critical that newcomers receive not only a large variety of age level appropriate materials, but plenty of visual and kinesthetic opportunities to supplement instruction.

6c /d. At this time, there is one ELL students with 4 or more years of ESL instruction. This student is also SPED, and we believe that his learning disabilities are preventing him to demonstrate his communication abilities and we will have our _____ committee determine whether he should be excoded. For future student we will continue to provide support in all four modalities: Listening, Speaking, Reading, and Writing. Differentiated instruction allows LTE students to have some choice in how they demonstrate what they have learned.

6e. Our former ELLs will receive the same testing modifications as our ELL students.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

Our school meets uses the curricular, instructional, and scheduling flexibility to meet the diverse needs of our ELL-SWD s in the least restrictive environment by making sure that all instructional strategies and grade-level materials the ELL teacher uses align

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

Courses Taught in Languages Other than English 

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

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

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

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

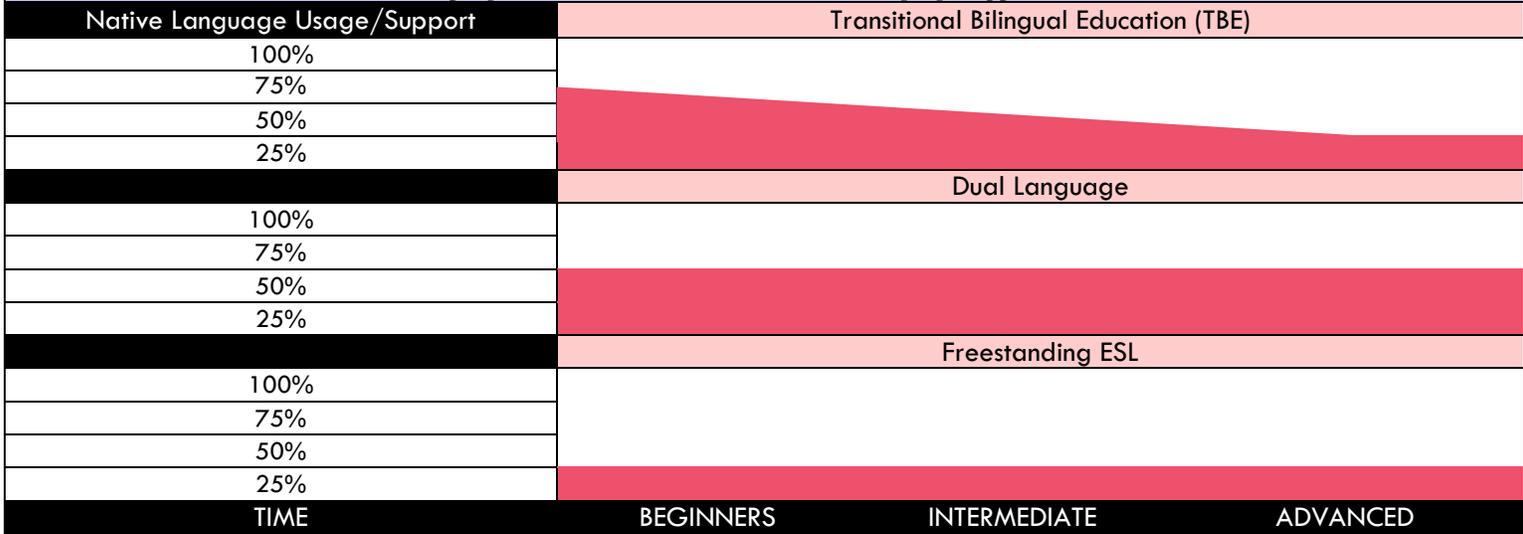
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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.
- For our ELA program, we use the Foundations curriculum in the lower grades and a balanced literacy program in the upper grades. We monitor all of our students' progress through the Fountas and Pinnell leveled reading system. We are currently working with an AUSSIE to continue to improve our ELA curriculum and ensure that our strategies and instruction align with the New York State ELL Learning Standards. The ELLs receive additional ELA support through our use of the Moving into English curriculum. We also have a fully certified ESL teacher who provides pullout ESL services that supplement the ELA curriculum and other classroom content. The classroom teachers and the ESL teacher follow a prescribed pacing calendar to ensure that English language learning is supported in multiple contexts. We use the Everyday Mathematics curriculum in our math program. Our ELLs participate fully in all of our content area programs with the support of their classroom teachers and the ESL teacher. All students receive a period of computer technology each week. Computers are also used in every classroom.
- In the mainstream classroom, our ELLs are given access to laptops, leapdesks, and leap pads to further facilitate their growth in English.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We do not yet have an ESL teacher. However, once he/she is hired, they will follow the same programming that was followed last year. For example: Our ESL teacher will work with classroom teachers, cluster teachers, the administration, and the data specialist during data meetings and as part of The Riverdale Avenue Community School's inquiry team. Together, all personnel work to ensure that our ELLs are receiving all the support they need. If, after a careful review of the data and collaborative discussion, we decide that an ELL needs additional services, they are placed in our extended day program for either math or ELA. Our ELLs also participate in our math, ELA, and AIS services during the school day if the data indicates a need for extra support in those areas. All of our former ELLs (those who passed the NYSESLAT in the past two years) are placed in our extended day program for additional support. All former ELLs are also given testing accommodations for an additional two years after they passed the NYSESLAT.
11. What new programs or improvements will be considered for the upcoming school year?
- In addition to the ELA programs mentioned above, we are testing the Expeditionary Learning Reading and Writing program with our third graders. The focus of this work will be on the close reading of grade level texts and the strategies to use to understand the ideas presented in complex texts.
12. What programs/services for ELLs will be discontinued and why?
- We will utilize the push in model more frequently than the pull out as we do not want to disrupt the learning day of our ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All students are offered the opportunity to participate in opportunities that help to develop them into individuals with unique interests, passions, and likes. As such, our after school programs seek to develop student's individual interests. We have a school based chess program that offers students the opportunity to participate in chess club after school. We also offer an after school dance and physical education program for all students. There is both a Girl Scouts and a Boy Scout troop that run out of the school building. Through a CBO partnership, we are also able to offer an after school arts group as well as a book club and newspaper group.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The instructional materials and technology that are used to support ELL's include Individual laptops, C/D. Tape Recorders and Videos are available and used to support ELL's. Web sites that reflect our present learning themes such as Cool ESL Games, Reading A - Z, and Study Island are used to enforce basic skills and content. Reading materials in different genres, non-fiction texts and vocabulary building dictionaries are used in content areas. Our classroom Listening Center includes native language books and magazines to support our ELL students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is delivered in our Pull Out ESL Program by having literature available to the students in their home languages in both the classroom and the library. The use of Google Translation web sites and other translation web sites such as Reading A - Z help translate information/stories in students home language. Our Reading Series, "Moving Into English" provides native language guidelines and references that relate to many of the countries and cultures of our ELL students. Students

may also respond in their home language both orally and written as needed.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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

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

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

Paste response to questions 8-17 here .

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Activities in The Riverdale Avenue Community School that are provided for newly enrolled ELL students would include a tour of the school building and grounds as well as the student's mainstream and ELL classrooms. Meeting with the classroom teacher prior to school starting, and ensuring that the student will have a "buddy" to help him/her transition to their new school. Also, making time for the Administration to meet the child so they are aware of each new ELL student and help them feel welcome. Through the collaboration of teachers, cluster teachers, and the Administration a schedule is submitted for approval containing the required instructional minutes for all our ELL's as per the CR Part 154. English Language Learners receive between 180 and 360 minutes of Pull-out ESL every week depending on their levels as determined by the LAB-R or the NYSESLAT. The Pull-out services are provided to heterogeneous groups of students across grade levels. ELL students whose Proficiency level is identified as a Beginner or Intermediate level are scheduled to receive 360 minutes per week. Advanced ELL students receive 180 instructional minutes per week. The school ensures that all ELL-SWD's receives services mandated on their I.E.P. by posting all students I.E.P. on the SESIS Program and through the monitoring and supervising by our I.E.P. teacher. If the student's I.E.P. teacher mandates that he/she receives ESL instruction, it is brought to the attention of the ESL teacher by the SETSS teacher. The ESL teacher immediately inputs the student into the schedule for the appropriate minutes per week. All I.E.P.'s should be reviewed in order to make sure each student receives their mandated accommodations as well to understand how each child may interpret / retain information. The ESL teacher works in collaboration with the classroom teachers, the Children First Network (Cluster 3), and the administration to ensure that all of our ELLs (newcomers, long-term, and those with special needs) receive their mandated ESL minutes per week.

18. What language electives are offered to ELLs?

We are an elementary school and do not offer language electives to any of our students.

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

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

3. Currently, our school does not transition to upper grades, but our New School will add one grade on each year. When the time comes for our students to transition to an upper level school we will all serve as advocates to the ELL students in every way. We will prepare them with tours, meeting teachers, and information about their new school and what to expect. Parents will also be assisted in order to make the transition a smooth one.

4. Everyone at The Riverdale Avenue Community School supports all our ELL students. The administration, Paras, Guidance Counselor and Special and Regular Education teachers involve themselves in Network Professional

Development Seminars as well as professional development options through OELL to complete the 7.5 hrs. of ELL training as per Jose P. We attend 6 Network meetings @ 3hrs.each that focuses on Methodologies and training on topics such as differentiated strategies and academic language development. In addition, our certified ESL teacher will be providing ongoing professional development on how to support ELL's in the mainstream classroom as well as Turnkey information at Inquiry meetings and Common Planning groups. At every meeting an Agenda and sign in sheet is available for all those who attend.

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?
 1. Parents are involved with their ELL child from the beginning of the school year when they attend our orientation meeting and are offered the different options available for ELL services. Throughout the year the staff communicates with ELL parents in their native language through informational packets and home mailings. A translator is present when there is an IEP meeting or whenever a parent has a question. We have taken advantage of the telephone translation services for Parent Teacher Conferences and other parent meetings. Parent Teacher Conferences (2x a year); extended day goals for students (3x a year) Aris parent website. The Riverdale Avenue Community School promotes Workshops for Parents on the Common Core State Standards Homework Help; Special Education and ELLs.
 2. Our school partners with other Community Based Organizations to provide workshops or services to ELL parents by establishing a partnership with the non-profit organization Partnership with Children, which parents are provided additional support for their students. Partnership with Children (PWC) provides counseling for students and parents. They will also facilitate parent interactions with other CBOs to support parents in any way possible. Studio in a School provides arts programming for our students, as well as workshops and family events. These types of workshop help support in parents in ways to talk and communicate with students. A translator is present when there is an IEP meeting or whenever a parent has a question. We have taken advantage of the telephone translation services for Parent Teacher Conferences and other parent meetings. Parents are contacted with letters in both English and their native language to update them on their child's progress and test results. Making myself and the administration available before and after school hours to reach out to all our ELL parents in all grade levels helps to keep parents involved on a daily / weekly basis.
 3. Evaluating the needs of ELL parents is accomplished through the initial Home Language Survey and Parent Survey. Translating services / materials are used to assist with any language barriers that may prevent us from communicating with parents. The Parent Coordinator has provided several parents who are bilingual to contact parents about events, their child's progress, or to find out if they have any questions or problems that the school can help them with. They work closely with the administration and district based ELL specialists to coordinate school events for ELL parents and ensure information is received in a timely manner. At The Riverdale Avenue Community School we inform parents throughout the year through one-on-one meetings, phone conversations, district presentations, and informational packets to assist our school in evaluating the needs of our parents.
 4. Our parental involvement activities address the needs of the parents by having the Parent Coordinator work closely with the DOE to provide information to parents of ELLs about events and workshops that might be of interest to them. These fliers are provided in the parent's language of choice. We have a Parent Association Committee and an SLT committee. ELL students and their parents are invited to participate.

E. Additional Information

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

We are currently looking to hire an ESL instructor for our 12 students. We are working with our network, Office of OELs and Universities to find an instructor suitable for our school. Much of what is written here, is a reflection of the work done last year, and the work planned for this year, once the teacher is hired.

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Meghan Dunn	Principal		1/1/01
Renee Martin	Assistant Principal		1/1/01
Christina Yancey	Parent Coordinator		1/1/01
Jennifer Dewing	ESL Teacher		1/1/01
Camilla Barber	Parent		1/1/01
Keisha Hewett	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Jacqui Coley	Coach		1/1/01
	Coach		1/1/01
Benjamin Halioua	Guidance Counselor		1/1/01
Margery Cooper	Network Leader		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: **23K446** School Name: **Riverdale Avenue Community School**

Cluster: **1** Network: **102/113**

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

Part A: Needs Assessment Findings

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

Riverdale Avenue Community School utilized the Home Language Survey data in ATS to determine what languages families spoke at home and in which languages they wanted to receive information. In addition, during enrollment, PTA meetings, and Curriculum night, the Parent Coordinator and Community Associate surveyed families about their linguistic needs.

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

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

Part B: Strategies and Activities

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

We currently utilize the NYC DOE Language and Interpretation Unit to support our written translation needs around school to home communication. Additionally, we have staff members who are proficient in Spanish, French, and Haitian Creole to serve as translators as the needs arise, whether on the phone or in person. These staff members also translate written materials for us on an as needed basis.

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.

Oral interpretation services at Riverdale Avenue Community School are provided in-house by school staff and parent volunteers. We are fortunate in that we have Spanish, French and Haitian Creole staff. However, should the need arise, we will rely on parent volunteers and the CBOs that we work with.

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

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