



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)
TITLE I APPENDIX FOR SIG COHORT 4/5 AND SIF SCHOOLS

DBN: (i.e. 01M001): 23K668
School Name: RIVERDALE AVENUE MIDDLE SCHOOL
Principal: KIERSTEN WARD

Outline of SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)

Section 4: Academic Intervention Services (AIS)

Section 5: Expanded Learning Time (ELT)

Section 6: Title I Program Information

Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Riverdale Avenue Middle School School Number (DBN): 23K668
School Level: Middle School Grades Served: 6,7
School Address: 76 Riverdale Avenue Brooklyn, NY 11212
Phone Number: (718) 346-0764 Fax: (718) 346-1783
School Contact Person: Kiersten Ward Email Address: kward7@schools.nyc.gov
Principal: Kiersten Ward
UFT Chapter Leader: Melissa Scott
Parents' Association President: Tiffany Williams
SLT Chairperson: Melissa Scott
Student Representative(s): _____

District Information

District: 23 Superintendent: Mauriciere DeGovia
Superintendent's Office Address: 1665 St. Marks Avenue Brooklyn, NY 11212
Superintendent's Email Address: Mdegovi@schools.nyc.gov
Phone Number: (718) 240-3677 Fax: (718) 385-3768

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Chris Groll
Network Number: 102/113 Network Leader: Alison Sheehan

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kiersten Ward	*Principal or Designee	
Melissa Scott	*UFT Chapter Leader or Designee	
Tiffany Williams	*PA/PTA President or Designated Co-President	
Michelle Kirkland	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Dianne Crewe-Shaw	Teacher	
Erin Bannon	Teacher	
Susan Hackshaw	Parent	
Rolene Lashley	Parent	
Denise Isaacs	Parent	
Elan Quashie	Parent/ PTA Co-President	
	Member/	

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

Title I Appendix for SIG Cohort 4/5 and SIF Schools

The SIG Cohort 4/5 and SIF plans are meant as tools to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP Title I Appendix development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The SIG Cohort 4/5 and SIF plans will serve as the whole school reform models and will reflect this focus. The plans should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement.

The Six Elements of the Capacity Framework
<ul style="list-style-type: none"> • Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> • Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
<ul style="list-style-type: none"> • Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
<ul style="list-style-type: none"> • Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<ul style="list-style-type: none"> • Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators, and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for the Development of the SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

SLTs will utilize their SIG Cohort 4/5 and SIF plans as their whole school reform model and will complete an SCEP Appendix to address the federal requirements for Title I and NCLB. SLTs have the option to either reference information from their approved SIG or SIF plan within the Appendix or craft their own statements to respond to each required element. You can find the approved plans posted on the following websites:

SIG Cohort 4: <http://www.p12.nysed.gov/turnaround/SIG4.2Applications.html>

SIG Cohort 5: <http://www.p12.nysed.gov/turnaround/SIG5Applications.html>

SIF Round 3: <http://www.p12.nysed.gov/turnaround/SIF3.html>

School Leadership Teams should engage in the following steps related to their SIG/SIF plans and SCEP Appendix:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the

action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Data analysis of School Net and NYS baseline and benchmark tests, running records and NY Ready ELA and Math tests, teacher observation, CARE team referral	Cambridge tutoring, small group pull-out,	Small group, tutoring	During the school day and after school
Mathematics	Data analysis of School Net and NYS baseline and benchmark tests, running records and NY Ready ELA and Math tests, teacher observation, CARE team referral	Cambridge tutoring, small group pull-out	Small group, tutoring	During the school day and after school
Science	Mastery tracker, check-ins, monthly progress reports	Revision activities, repeated readings, lunch groups for additional assistance and reinforcement	Individual and small group	During the school day and lunch groups
Social Studies	Mastery tracker, check-ins, monthly progress reports	Revision activities, repeated readings, lunch groups for additional assistance and reinforcement	Individual and small group	During the school day and lunch groups
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk guidance sessions, Partnership with children groups and individual sessions	Girls group, Boys Group, peer mediation, lunch time groups	Individual and small group	During the school day and lunch groups

Section 5: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time (ELT) activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority Schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

When completing this section, you may reference your approved SIG/SIF plan, which may address ELT in the following sections:

- Section A. School Overview
- Section F. Partnerships
- Section H. Educational Plan, under Section III. Use of Time
- Section K. Project Plan and timeline in the section which discusses “leading indicators”
- Approved Budget Narrative

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

The 2015 Learning Environment Survey will show an increase to strongly agree (when compared to 2014) of 5% in the diversity of classes and subjects that students were offered due to Extended Learning Time activities, in both parent and student responses.

By June 2015, student outcomes will improve by a minimum of 5% in the areas of literacy and mathematics as evidenced by baseline, benchmark and summative assessments given throughout the year, including after-school supports from Cambridge Education tutoring sessions.

By June 2015, the number of school-wide incidents reported in OORS will decrease by 5% due to the participation of all Riverdale Avenue Middle School students in lunch time Boys and Girls Clubs, the implementation of our Peer Mediation program, and the implementation of a Student Government.

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

All Riverdale Avenue Middle School, 100% of students are required to participate in our after-school program.

Students are selected for our Boys and Girls clubs by our school’s Care Team in addition to consultation with Partnership with Children and administration and teachers. Student government was elected by the student population n and they meet once per week to design and facilitate the Positive Behavior Intervention System at RAMS. At-risk lunch groups are selected by our guidance counselor and pulled once per week. Newspaper club meets once per week to create and distribute the “Ramified News.” Newspaper students signed-up and interviewed with Partnership staff before being selected at the start of the year.

ELT Program/Activity	Target Population	Partner	# Eligible	# Hrs/Y
OST middle school program - SONYC	All 6-7 Students	Partnership with Children	89	600
Cambridge Tutoring	Students identified as not meeting growth percentiles from the previous year’s 2014 NYS ELA and Math exams	Cambridge Education Tutors	60	180

Saturday Program	Students who were closest to achieving proficiency on the 2014 NYS ELA and Math state tests. Also students in need of reinforcement in skills and standards according to classroom and teacher observations.	School faculty	60	24
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- Part 2b.** Describe how the school will meet the following SED requirements for an ELT program in a Priority School:
- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
 - Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
 - Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
 - Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
 - Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

All of 23K668's Extended Learning Time activities have been developed with three goals in mind: the promotion of Social and Emotional Learning, improving Math and Reading skills, and providing diverse and enriching opportunities for students that address the interests and learning styles of all our students. All ELT programs are supervised by the school Principal. The after-school program, developed in conjunction with Cambridge Learning and Partnership with Children, is also supervised by the school's Math Teacher/Dean.

- **Tutoring:** Professional tutoring staff are providing targeted academic support to all students for 80/120 min. per week. They are engaging students in lessons that supplement learning that is taking place during the school days. In consultation with the school leadership and teachers, as well as from an analysis of current students' performance data, it was determined that the areas of focus for students would be as follows: Mathematics: 6th grade – multiplication facts and the algorithm for multiplying whole numbers and decimals; 7th grade – proportional reasoning – ratios, rates, proportions and percentage. In ELA, the focus for both grades is: citing textual evidence, main idea, making inferences and academic vocabulary.
- **Homework Help:** Partnership with Children staff are meeting with groups of students to provide assistance with homework assignments and organization of school work.
- **Book Club:** students are meeting in groups to read age-appropriate and grade appropriate literature and to engage in discussions about what they are reading. Reading lists are derived from reading assessment data and common core standards.

We recognize that our students need diverse and enriching activities that address their personal interests and learning styles. Below is the menu of activities provided through our partnership with Cambridge and Partnership for Children along with partnerships with Community Works, Rugby Inc., and Beat the Streets Wrestling.

- **Visual Arts:** a teaching artist is meeting with groups of students to provide instruction on graphic art, design, painting, drawing, and sketching.
- **Dance:** a hip-hop dance instructor is meeting with groups of students to teach foundations in body movement, coordination, team-building, self-expression, and choreography.
- **Poetry:** students are learning about structure of poetry, styles, using poetry as a form of self-expression.
- **Theater :** students rehearse and perform monologues and scenes from plays.

Physical Activity:

All students will have the opportunity to participate in various physical activities that promote wellness & physical fitness, enhance skills, build teamwork, and promote school-spirit and leadership. The following activities are being offered:

- Basketball
- Wrestling
- Cheerleading
- Baseball
- Rugby

Leadership:

- **Newspaper Group-** Partnership with Children Social Workers will facilitate a Newspaper Group consisting of 8-10 students. The group occurs once a week and consists of 6th and 7th graders. Group Members will create a regularly published newspaper distributed to students and families. Students will participate in all aspects of the production, including writing, ideas for content, editing, layout and distribution. The Group will foster entire school community, through community building, recognition of academic achievement and creativity, and by positively influencing the entire school climate. The goals of Partnership with Children's Newspaper Group are to: Create an effective small group setting where children who need additional support can be nurtured and encouraged to grow; build literacy skills in children and allow those with special writing skills or interests to develop their ability; provide a comprehensive group activity for children who possess a range of skills and maturity levels so that they can learn teamwork and interdependence, and promote school-wide recognition of academic accomplishment and extracurricular involvement.
- **Environmental Group-**Partnership with Children social workers will provide Environmental Group workshops to four different groups of 10-15 students, once a week. Students will participate in activities that focus on themes including but not limited to environmental responsibility, sustainability, gardening, community activism, and wellness. Students will also be engaged in lessons and routines that promote social-emotional learning with an emphasis on social awareness and responsible decision-making. Students may also engage in projects that have a school-wide impact.

The Social and Emotional well- being of our students is addressed through several programs that are run during our Lunch Time ELT.

Lunch Time Counseling Groups began the week of September 29th and are facilitated by Partnership with Children social workers. Descriptions of the groups are provided below:

Boys & Girls Groups-Partnership with Children social workers facilitate one Girls Group for 6th and 7th graders as well as one Boys Group for the 6th and 7th graders. Each of these groups will consist of 8-10 students who will meet once per week during lunch. Each group will focus on building positive peer relationships, encourage positive leadership & communication and bring about overall self-awareness. Through the groups students will have the opportunity to develop interpersonal skills. Students will learn the importance of service and being a role model. Students will engage in collaborative exercises and work on their collective identity. At the end of the year the goals are to increase self-esteem, leadership skills, communication skills and conflict management skills.

Peer Mediation- Partnership with Children social workers will facilitate a peer mediation group once a week during lunch. This group will consist of 6 to 8 7th graders and 4 to 5 6th graders. The students will be trained as

peer mediators to peacefully help resolve interpersonal conflicts, which occur at the school. The application and referral process will begin in mid-September and will allow teachers and other school staff to make referrals for students who would benefit from this group. The goal of the Peer Mediation Program is to engage students in promoting positive peer relationships among the entire student body of RAMS through a conflict resolution program that has school-wide impact.

Student Council- Partnership with Children social workers will co-facilitate a weekly group for 5-6 students who have been elected as Student Council Officers. The group will meet once a week during lunch. The group will serve as a civic organization designed to help promote school spirit, promote leadership among students, provide a forum for student expression, and plan or help implement special events. The group will also develop and implement a RAMS school store where fellow students may purchase school related items with “RAMS Bucks” given out by teachers and staff to students who earn the reward. The Group members will also have a weekly check-in with the school Principal.

The goals of Partnership with Children’s Student Council /School Store Group are to: promote school spirit, promote leadership among students and student council officers, provide a forum for student expression, promote a sense of community at RAMS, provide an opportunity to improve reading and writing skills, gain experience in public speaking, and learn how to make a positive impact on school and community environment.

Part 2c. Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
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If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

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Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?

- Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
- If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

Partnership with Children’s 2 social workers and 3 interns provide all of the intervention and enrichment counseling and youth development services during the Lunch Time ELTs. Cambridge Learning provides trained tutors and arts and enrichment teachers for the afterschool ELTs. All programs are supervised by the school’s Principal. The after-school program is additionally supervised by the school’s Math Teacher/Dean.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Our ELT program meets each day from 2:50pm to 6pm. 5 group leaders hired by Partnership with Children lead homework help groups for 40 minutes and then lead groups down to the cafeteria for supper. Students are given 30 minutes to eat and find their groups. Students spend the remaining ninety minutes with an artist in residence in an activity or a Cambridge tutor depending on choice and/or if they are scheduled for tutoring that day. There are four artists in residence each day to facilitate the activities with students. There is an Education Liaison to supervise the program who is also the school dean during the regular school day.

Part 3c. Timeline for implementation and completion, including start and end dates.

All programs began the week of September 8th and will end the last week of school (June). Saturday School sessions begin the last week in January and run until mid April. There are 8 – 3 hour sessions of Saturday school offered to students.

Part 4 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

	21st Century		Tax Levy	X	Title I SWP	X	Title I TA		P/F Set-aside		C4E
X	Title I 1003(a)		Title III		PTA Funded	X	Grants		School Success Grant		In Kind

List below any additional fund sources that will be utilized to support achievement of the goal.

SIG Grant and Out of School Time (OST) Grant.

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Common Core aligned Diagnostic assessments are being administered to students and the results of these assessments will inform targeted supports to individuals and groups of students. Our approach will be one of closely monitoring student performance, aligning interventions to meet their needs, and communicating frequently with classroom teachers to create a seamless system of support for students.

Student behaviors will be monitored using a leveled point system and all inappropriate and unacceptable behavior will be recorded using an electronic data tracking system. Depending on the level of infraction, the following interventions may take place: meeting with student’s advisor, lunch reflection, enrichment cluster reflection, parent/guardian meeting with administration, suspension from field trip. During lunch or enrichment cluster reflection, students must complete a reflection form providing a description of what took place, indicating which RAMS Code of Excellence was broken, stating a reason for the decisions that were made, and providing possible ways to fix the situation or plan for the future. Copies of the Discipline Code will be distributed to all students, staff, and families.

-Attendance to School & ELT is reviewed daily, weekly, & monthly to determine needs for individualized outreach, systemic or programmatic changes.

-The number of behavioral Infractions is reviewed monthly to determine whether participation in ELT is meeting the goal of decreasing incidents and interpersonal conflicts in the school.

-Academic Progress is regularly monitored by school administration, subject teachers, advisors, CARE Team, school-based support staff, and CBO partners through assessments, progress reports, student work, and report cards to determine needs for individualized intervention, systemic or programmatic changes, or professional development.

By February 2015, 60% of students will have increased a minimum of two reading levels in addition to a 3% increase in mastery of standards in ELA and Mathematics as measured by TCRWP running records and also NY Ready and School Net benchmark assessments.

By February 2015, OORS incidents will show a 2% decrease as compared to the number of incidents filed at this time last year.

Part 5b. Complete in **February 2015.**

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 6: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- When completing this section, you may reference your approved SIG/SIF plan, which may address Title I program information in the following sections:
 - Section E. Instructional Staff under Sections II. & IV.
 - Section G. Organizational Plan under Section I. Training Support and Professional Development
 - Section H. Educational Plan under Section I. Curriculum, II., Instruction and VII., Parent and Community Engagement

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Teachers will participate in the hiring process for next year and candidates will meet with current students as well. RAMS will participate in various city and TC recruitment fairs to attract candidates as well. RAMS teachers must be content specialists and multiple licenses allow teachers to teach in a variety of settings which is necessary in a small school setting. Teachers also participated in the 18D process because we are a new school in our 2nd year. We have a hiring committee consisting of school staff, UFT representative and CBO representatives. The Network also assists and recommends highly qualified candidates.

2b. 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 have all had beginning of year meetings and have identified goals aligned to the Danielson framework. These have been used to inform a comprehensive PD plan that includes a weekly PD for teachers to view and critique teaching/ instructional strategies aligned to various Danielson Domains. The Danielson PD will operate on an 8 week cycle and content will change according to teacher strengths and identified needs. Teachers have begun to receive informal observations which include actionable feedback aligned to 8 Danielson components. Teachers will all receive a minimum of 12 informal observations and 2 formal observations during the school year to monitor progress toward reaching their goals.

RAMS is also partnering with Generation Ready (a national provider of leader and teacher professional development) as part of our SIG to address the individual and whole staff needs of teachers. These needs have been, and will continue to, be primarily identified through observational data of classroom practice. Currently teachers are focused on different areas of Danielson and have set a minimum of two goals each aligned to various components. Our Generation Ready consultant and principal have already begun an observation and PD cycle to support and evaluate teachers on the competencies using the Danielson Framework as a reference. Currently RAMS has a school-wide focus of 3d: Using Assessment in Instruction to ensure that we are tracking student mastery of standards and content-specific skill sin both Math and ELA. Our Generation Ready consultant helps design and facilitates PD sessions for staff as a means to norm the manner in which we

implement and utilize the Danielson framework, and evaluate lessons supported by low inference observations and video evidence.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

Teachers meet once per week to look at data during weekly data meetings. All students were administered the NYC performance task at the start of the school year in ELA, Math and SCIENCE as a diagnostic. Teachers met to score, analyze and use these results to make curricular adjustments and also inform student groupings. Students also take the NYC benchmark assessments in addition to teacher-created assessments. The results of these assessments are recorded on content-specific mastery trackers that allow teachers and students to see the progress made in mastering skills and standards. Teachers have all received PD in using data to drive instruction at the start of the year and Cambridge Education will be facilitating a 3-day PD to continue to provide support in using data to make decisions regarding curriculum, instruction and assessment.

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,	Funding Amount: Indicate the amount	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes
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	State or Local)	contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	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	84,546	X	
Title I School Improvement 1003(a)	Federal	329,268	X	
Title I Priority and Focus School Improvement Funds	Federal	N/A		
Title II, Part A	Federal	N/A		
Title III, Part A	Federal	N/A		
Title III, Immigrant	Federal	N/A		
Tax Levy (FSF)	Local	760,650	X	

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.

Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Riverdale Avenue Middle School Parent Involvement Policy (PIP)

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

Riverdale Avenue Middle School will support parents and families of Title I students by:

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

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

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

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

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

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

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

Riverdale Avenue Middle School-Parent Compact (SPC)

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

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 23	Borough Brooklyn	School Number 668
School Name The Riverdale Avenue Middle 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 Kiersten Ward	Assistant Principal
Coach	Coach
ESL Teacher	Guidance Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator
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		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	89	Total number of ELLs	5	ELLs as share of total student population (%)	5.62%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-in														0
Pull-out							3	2						5
Total	0	0	0	0	0	0	3	2	0	0	0	0	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs		Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities
SIFE	0	ELLs receiving service 4-6 years	3	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	2			3						5

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	2	0	0	3	0	0	0	0	0	5
Number of ELLs who have an alternate placement paraprofessional: _____										

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							1							1
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French								1						1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	1						3
TOTAL	0	0	0	0	0	0	3	2	0	0	0	0	0	5

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

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1				1
7	2				2
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	3								3
7	1				1				2
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.
MS 668 uses TCRWP to assess our students' early literacy skills. Information from this assessment allows us to evaluate fluency, comprehension, decoding strategies, and word attack skills. This data is used to assign a student their reading level, and to determine next steps that the teacher must take to move each child forward. This data is also used for grouping students for our extended day

program.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
We are a new school and both of our students are newcomers. However, based on their NYSESLAT results, our students are strongest at speaking and reading. Listening and writing are two modalities that are areas of greater difficulty for our students.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [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 will target those specific skills. With the support of our ESL teacher, content area teachers will be provided with strategies for addressing the reading/writing/speaking and listening needs of our two ELL students.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. We are a new school in our second year with five ELL students. we have noticed that our student require a felxible ELL service model that allows the ESL teacher to push into classes as well as pull studnets out together in the morning. Our require one on one support to complete writing performance tasks in class and test data shows challenges in supporting main idea with key detail and also identifying what the question is asking.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

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

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

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

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

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

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

comfortable to incorporate English into their writing.

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

We do not have dual language programs in our school.

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

We are a new school in our second year and are beginning to see trends. Our ESL students have not performed at high levels in the ELA test and we are currently giving them additional practice in tests taking strategies and increasing reading stamina during Saturday school sessions and after-school tutoring.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

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

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

explore that option.

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

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

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 Avenue Middle School only provides freestanding ESL services. If a parent were to select a dual language or TBE program they would be provided with information on programs available in the District.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

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

All parents thus far have requested ESL services at our school and for their children to remain here. The programs that we offer here are aligned with parental requests, however, as we grow we may encounter parental requests of programs that are not offered here at 668.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. We have a departmentalized schedule, and so we will use two organizational models for providing ESL services. Because we do not want our students to miss instruction in the content area. Therefore, our primary form of ESL instruction is focused on push-in during the ELA blocks. However, depending on student need, children will occasionally be provided with pull out services. Our ESL teacher has begun to pull studnets during Advisory three times per week in addititon to push-in and other pull-out for beginners.
 - b. Classes travel together as a group. Classes are heterogenously grouped. We have two ICT, two general education and one self contained bridge class.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Our ESL teacher will provide 180 minutes per week to our ESL students. This time will be delivered while the children are in the ELA block and also pull-out during afternoon classes. ESL students also receive three morning sessions during advisory class for 45 minutes each.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

The ESL teacher conducts periodic informal assessments to determine student growth in the four modalities of English acquisition.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

6c /d. At this time, we have no long-term ELLs. For future students we will continue to provide support in all four modalities: Listening, Speaking, Reading, and Writing. Differentiated instruction allows LTE students to have some choice in how they demonstrate what they have learned.

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

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

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

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

Our school meets uses the curricular, instructional, and scheduling flexibility to meet the diverse needs of our ELL-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. Scheduling flexibility is demonstrated by the ESL teacher adjusting her schedule to Push-In to a classroom to support a students' needs. I.C.T., and general education classrooms were created in our school to support all students and their special needs. Educational Assistants (Paras) are provided if mandated by the students IEP. Our curriculum allows students the opportunity to access skills at a variety of different levels, supporting their overall development. The flexible nature of these groups acknowledges the times when students make progress and continue to move and push them to greater proficiency. This allows us to support ELLs in their least restrictive environment. In addition, the use of leveled libraries, small group instruction (inside and outside the classroom), the use of multiple modalities, and daily 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 will meet the diverse needs of our ELL-SWD's within the least restrictive environment.

Courses Taught in Languages Other than English

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

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

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

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

Math:				
Science:				

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

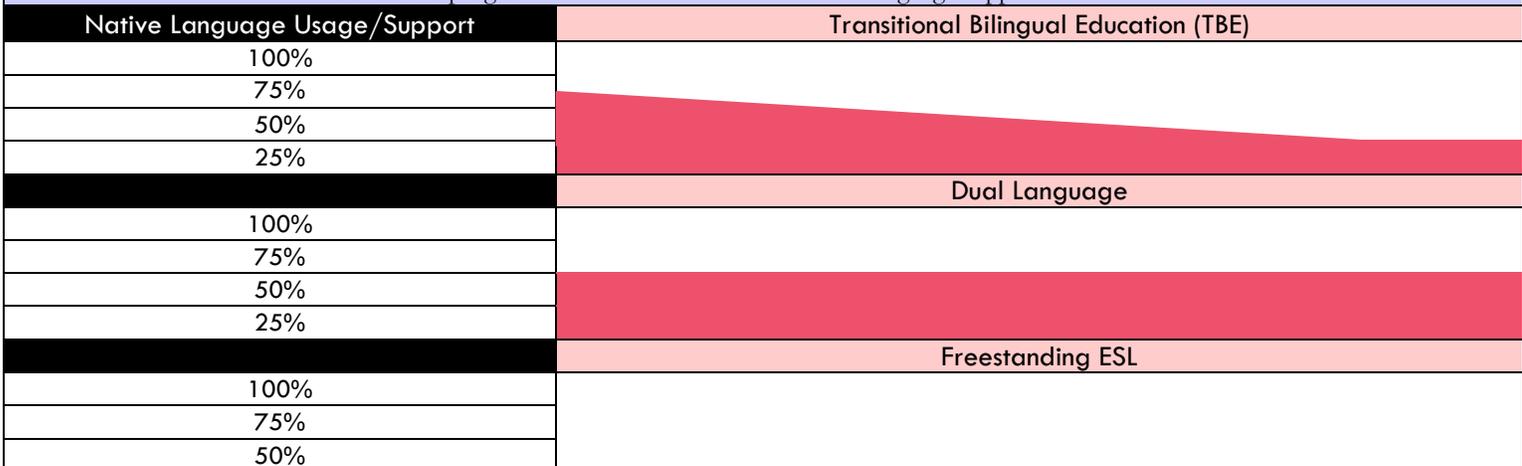
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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

B. Programming and Scheduling Information--Continued

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

N/A

C. Professional Development and Support for School Staff

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

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

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

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

D. Parental Involvement

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

E. Additional Information

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

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

Part VI: LAP Assurances

School Name: <u>Riverdale Avenue Middle School</u>		School DBN: <u>23K668</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kiersten Ward	Principal		12/17/14
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Jennifer DeWing	ESL Teacher		12/17/14
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01

	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Margery Cooper	Other <u>Network Coach</u>		12/17/14
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01