

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

10x141

School Name:

DAVID A STEIN RIVERDALE/KINGSBRIDGE ACADEMY MS/HS 141

Principal:

LORI O'MARA

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: MS/HS School Number (DBN): 10x141
School Type: Secondary Grades Served: 6-12
School Address: 660 W. 237th St, Bronx, NY, 10463
Phone Number: 718-796-8516 Fax: 718 796 8657
School Contact Person: Lori O'Mara Email Address: Lomara@schools.nyc.gov
Principal: Lori O'Mara
UFT Chapter Leader: Charles Stahl
Parents' Association President: Amy Carr
SLT Chairperson: Taffy Dabby
Student Representative(s): Miriam Sakande

District Information

District: 10 Superintendent: Melodie Mashel
Superintendent's Office Address: 1 Fordham Plaza, Room 835, Bronx, NY
Superintendent's Email Address: MMashel@schools.nyc.gov
Phone Number: 718-741-5852 Fax: 718-741-7098

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Chris Groll
Network Number: 411 Network Leader: Elyse Doti Cohen

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 Comprehensive Educational Plan (CEP) 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)
Lori O'Mara	*Principal or Designee	
Charles Stahl	*UFT Chapter Leader or Designee	
Taffy Dabby	*PA/PTA President or Designated Co-President	
Roxanne Vrettos	DC 37 Representative, if applicable	
Mariam Sakande	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kathy Gilson	CBO Representative, if applicable	
Ron Wegsman	Member/ Parent	
Nelson Uwage	Member/ Parent	
Claire Johnson-Hurry	Member/Parent	
Aida Cintron	Member/ Parent	
Elaine Ellson	Member/ Parent	
	Member/ Student	
Loretta Bellom	Member/ Teacher	
Marcela Quehl	Member/ Teacher	
Michael Hirsh	Member/ Teacher	
	Member/	
	Member/	

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

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

The Comprehensive Educational Plan is meant as a tool 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 CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

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 Comprehensive Educational Plan (CEP) will reflect this focus and 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 expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	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.
6.	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

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

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:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. 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 CEP Development

School Leadership Teams should engage in the following steps:

4. **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.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** 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.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** 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: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Our Mission Statement:

The David A. Stein Riverdale Kingsbridge Academy, also known as MS / HS 141, is committed to providing a rigorous curriculum in a community-based environment. We offer a comprehensive liberal arts and science program that exceeds New York State standards and takes advantage of the rapidly expanding technological opportunities of the Information Age.

We seek to create an atmosphere that will challenge each individual student to become a creative, independent, critical thinker and foster a life-long love of learning. We encourage students to accept the risks and rigor of academic life in order to achieve mastery in a variety of disciplines including intellectual, artistic, physical, moral, and emotional development.

As a six through twelve college preparatory school, the Riverdale Kingsbridge Academy provides students with the skills needed to achieve their potential through a variety of learning styles, and demonstrate mastery on standardized and performance assessment. The middle school component will prepare students for the demands of a rigorous high school education. The high school component will offer students a viable alternative to selective high schools throughout the city. The school will offer maximum opportunities for enrollment in accelerated courses.

The David A. Stein Riverdale Kingsbridge Academy reflects and celebrates the diversity of the community it serves. Toward this end, we seek partnerships with local institutions including our colleagues in academia. At the center of this collaborative effort are our teaching staff and administrators, the educational professionals who lead our children, parents, and community in the quest to nurture and strengthen local education.

RKA (MS/HS) is a community school serving nearly 1,400 students in grade 6-12. Our middle school serves students who reside within our geographical catchment. The vast majority of students completing grade 8 articulate with us to high school. Any new members of the student body joining our school in grade 9 or later must meet minimum screening requirements.

Students in our school are programmed according to their individual talents and abilities. This means that eligible students experience courses offered at the general education level, honors level, Advanced Placement level or Regents level as determined by our guidelines. Many students in 8th grade have the opportunity to take Regents level courses which affords them the opportunity to amass HS credit prior to starting 9th grade. Offering 8 or 9 Advanced Placement courses each year also provide students the potential to earn college transferable credit while in HS.

Our students can engage in many types of activities and clubs such as 13 PSAL Varsity teams plus cheerleading, 4-5 MS sports programs, and after school clubs such as Science Olympiad, Math Decathlon, Art Club, Theatre Club, Glee Club, Video Game Club, and Fantasy Sports Club. We have extra-curricular offerings too such as student government, Mission I'mPossible, Teen Theatre, Honor Society, dances, trips, and pep rallies and special assemblies. Our school's art program is presented in our Winter and Spring Arts Festival and the students perform in our Talent Show each spring.

As a MS/HS which spans 7 years of adolescent growth, our guidance department offers extensive services. We have guidance counselors dedicated to academic programming which ensures that students receive the most rigorous program possible placing them in a prime position for the college application process. Students participate in assemblies, lunch bunches, guidance groups, one on one planning sessions, and in-class lessons as they explore colleges and careers. In addition we provide counseling services for students through three dedicated social workers and a Substance Abuse Prevention and Intervention Specialist. RKA students also get involved by earning Tiger Tokens through our PBIS program called Tiger PRIDE. PRIDE stands for Punctuality, Respect, Independence, Determination, and Enthusiasm. We feel that these character traits lead to positive academic and social/emotional growth.

Our parents are very involved, and our commitment to our role as the local school of choice drives many of the activities in which we engage. We are in constant communication with our feeder schools regarding articulation and transitioning of students to our school as well as identifying ways in which our students can support the feeder schools. One thing that our staff, parents and students value about our school is the community. Most students attend RKA for 7 years and experience a wide variety of activities and opportunities. Having a zoned admission policy for the MS ensures that many students have siblings and relatives who also attend the school. Similarly, many parents attended this school as it has long standing roots in the community. Our staff is relatively steady often coaching or working in our after school program as well as teaching during the day. Many staff also live locally. This intimate familiar feel is one which leaves students feeling socially responsible and a part of the larger community.

Our closest community partner is the Riverdale Community Center. For over 45 years, their offices and program are located in the school. They offer an extensive after school program attended by nearly 200 MS students. They also offer clubs and extra-curricular activities to the HS students. Their Tuesday evening and Saturday morning programs engage local residents as well.

We have partnerships with other local institutions such as Wave Hill Community Garden, Riverdale Y, NYPL, Riverdale Mental Health Association, 50th Precinct NYPD Explorers Program, Health Corps, and Fieldston School for Ethical Culture.

One challenge that we encounter is the lack of funding and lack of time. These two challenges are nothing new to the field of education. School staff members are asked to do more and more each year and helping staff members to balance the increase in work load under time constraints. Administrators need to assist staff and develop systems to undercut and simplify this work.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - 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.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- ELA MS- in 2013-14, 36% of our students in grades 6-8 scored Level 3 or 4 on NYS exam, Ave GP 54%
- ELA HS- in 2013-14 our Regents pass rate was 78 and 82 (CC English) and our school scored “excellent” on the question “How well does this school help students improve from their incoming proficiency levels and pass Regents exams?” on the SQS . Only 30% achieved “mastery” of 85 or higher, 18% on CC English.
- Math- MS in 2013-14 40% of our students in Grades 6-8 scored Level 3 or 4 on NYS exam, GP 56%
- Math HS- in 2013-14 our Regents pass rate was ____ and our school scored “good” on the question “How well does this school help students improve from their incoming proficiency levels and pass Regents exams?” on the SQS , Average score 74% IA, 68% CC Algebra Only 30% achieved “mastery” of 85 or higher, 3% on CC Algebra.
- HS SS- our Regents pass rate for Global in 2013-14 was 58% . Our Regents pass rate for US in 2013-14 was 79% . Our school scored “excellent” on the question “How well does this school help students improve from their incoming proficiency levels and pass Regents exams?” (US) on the SQS. Our school scored “good” on the question “How well does this school help students improve from their incoming proficiency levels and pass Regents exams?” (Global) on the SQS. Only 22% achieved “mastery” of 85 or higher (Global). Only 51% achieved “mastery” of 85 or higher (US).
- HS Science in 2013-14 our Regents pass rate (Living) was 82% and our school scored “excellent” on the question “How well does this school help students improve from their incoming proficiency levels and pass Regents exams?” on the SQS Only 26% achieved “mastery” of 85 or higher.
- Overall graduation rate of 80% in June, 83% in August

Although we have individual departmental data based goals, the entire school needs to work on pushing more students to the Mastery level as evidenced in the data above. In order to promote student outcomes we feel greater understanding is required by students and that understanding comes from being actively engaged in rigorous work.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 our average score for components 3B and 3C will improve with more teachers moving into the Effective and Highly Effective range. By June 2015 we will have Effective or Highly Effective scores for 40% of our staff in Domain 3B and 35% of our staff in Domain 3C

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 			

2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
3. Strategies to increase parent involvement and engagement			
4. Activities that address the Capacity Framework element of Trust			
Introduce instructional focus at Opening Day Conference, Sept 2014; follow up in departmental meetings, observation reports and feedback to teachers, professional development, curriculum nights, vertical and team planning	Entire staff	Sept 2014	Lori O'Mara Sean Mohan Tom Sullivan Department assists mentors
Implement opportunities for small group intervention	Most teachers (by application)	Nov 2014-June 2015	Lori O'Mara Sean Mohan Tom Sullivan
Implement tuning protocol for staff to examine student work as it relates to instructional focus	teachers	Nov 2014-June 2014	Lori O'Mara Tom Sullivan Sean Mohan Department Assists
Conduct Learning Walks	Visit 3 HS teachers, 3 MS teachers	At the midpoint of each marking period Sept 2014-June 2015	Lori O'Mara
Develop and implement student-led conferences in the spring . This will increase parent involvement and engagement	All students, parents, and classroom teachers	Jan 2015-May 2015	Lori O'Mara Tom Sullivan Sean Mohan Sheilagh Lustig Stacy Miller Julie Prince

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Principal Assistant principals Department assists (use of Circular 6) Use of PD time- see PD plan Use of OPW time

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

By June 2015 our average score for components 3B and 3C will improve with more teachers moving into the Effective and Highly Effective range. By February 2015 we will have Effective or Highly Effective scores for 20% of our staff in Domain 3B and 17% of our staff in Domain 3C

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

In walkthroughs among the school, administrators and visitors frequently comment on the good behavior and smooth operation of the school. We have many activities and staff and students seem to enjoy coming to school as evidenced by high attendance rates; however in reading the SQS portions based on the survey, we see that only 70% of students “feel safe in the hallways, locker rooms, bathrooms, and cafeteria. In addition, students report that 46% of students say that most students at e school treat each other with respect. Both numbers are significantly lower than the city and district/borough averages.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

1. By 2014-15, we will decrease the number of OORS suspensions by 3-5% by implementing a PBIS program for all students in grades 6-12.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 			
Develop PBIS acronym, token economy, and targeted behaviors	All students 6-12	Summer 2014	Lori O’Mara Stacy Miller Sheilagh Lustig Laura Roberts Lesly Edmond Ariana Concepcion
Present to staff and students	All students and staff 6-12	Sept- Oct 2014	Lori O’Mara Stacy Miller Sheilagh Lustig Laura Roberts Ariana Concepcion Deans

Implement system including distribution of Tiger Tokens and redemption for rewards	All students and staff 6-12	Monthly, Oct 2014- June 2015	Lori O'Mara Stacy Miller Sheilagh Lustig Laura Roberts Ariana Concepcion Lesly Edmond Deans Aides to make tokens
In order to increase parent involvement and engagement, pictures of the redemption events will be shared through our Principal's Newsletter, bulletin boards, and direct emails to staff	All Parents grades 6-12	Monthly Oct 2014-15	Lori O'Mara Julie Prince
Mix it Up Day- Activities are designed to promote student to student interaction among students who do not usually associate	All students grade 6-8	Oct 2014	Lori O'Mara Laura Roberts Lesly Edmond
Peer Conflict Mediation Program	Students in grade 7 and 8	Oct 2014- June 2015	Stacy miller Sheilagh Lustig

Part 4 – Resources Needed

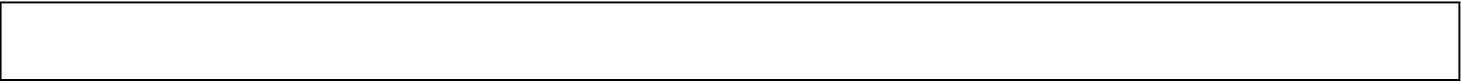
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Signage Tokens Staff needed to distribute tokens , admin support and encouragement, staff buy in Scheduling of redemption events monthly Supplies for incentive parties

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Involvement of the Parents' Association to support incentives									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
1. By 2014-15, we will decrease the number of OORS suspensions by 3-5% by implementing a PBIS program for all students in grades 6-12.				
Part 6b. Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - 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.

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Based on feedback from previous years we know that teacher cherish working together and learning from one another. In addition, a review of last year’s observational data from Advance indicate that most teachers struggle with components 3B and 3C. A needs assessment conducted with staff via Survey Monkey this year indicate that teachers would most like assistance with “teaching methodologies aligned with CCLS.” Teachers also indicated that they need help with components 1E, 3C, 3B, and 3D.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

1. By June 2015 we will develop a culture of collaborative professional learning that enables school and individual development as evidenced the number of teacher led professional development opportunities this year. We hope to increase this year’s number by 20% over last year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Identify and train department assists	1-2 department assists per major subject	Sept 2014	Lori O’Mara Tom Sullivan Sean Mohan
PD Committee forms, development of PD plan	PD Committee	Aug 2014- Nov 2014	Lori O’Mara Tom Sullivan Sean Mohan
Implementation of PD plan based on input from PD committee survey and needs assessment	All teachers,	Nov 2014- June 2015	Lori O’Mara Tom Sullivan

	paras 6-12		Sean Mohan PD Committee Department Assists
Training on Tuning Protocol	All teachers, paras 6-12	Nov- Dec 2014	Lori O'Mara Tom Sullivan Sean Mohan
Teacher survey in October 2014 and May 2015	All teachers 6-12	May 2015	Lori O'Mara Tom Sullivan Sean Mohan PD Committee

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

PD Committee needs to find time to meet and develop survey (some per session)
Use of Circular 6 for Department Assists
Use of PD time for training and implementation

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

By February 2015 staff will engage in a "temperature check" . Data will be reviewed to see if we are on the right course.

Part 6b. Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - 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.

Part 1 – Needs Assessment

- | | |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Our most recent SQR placed the school in the “good” category on the SQS for all categories. In addition 91% of parents are satisfied with the education their child has received here and 82% of teachers would recommend this school to parents (6-9% above city and borough/district averages).

In 2014-15 45% of the teacher observations were conducted by the principal, with the 2 observing APs conducting the remainder. The administrative cabinet engages in Learning Walks together each marking period.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
Principal Lori O’Mara will have two substantial and personalized interactions (observation, IPC, EOY) with each teacher within the 2014-15 school year as evidenced in Advance.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Principal conducts observations of teachers (1-2 per teacher).	Priority: <ul style="list-style-type: none"> • teachers new to the school • developing or ineffective teachers • Non-tenured teachers 	Nov 2014 to May 2015,	Lori O’Mara

	remainder of the staff		
Learning Walks with admin team, one per marking period	3 MS Teachers, 3 HS teachers	Oct 2014 to June 2015	Lori O'Mara Sean Mohan Ton Sullivan
Principal attends Monthly Network meetings or other professional development once per month	Lori O'Mara	Sept 2014 to June 2015	Lori O'Mara
Remainder of professional encounters with staff	Staff with fewer than 2 encounters	April- June 2015	Lori O'Mara

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Principal observation Schedule determined in advance
 Coverage for principal while at meetings
 Common time for Admin team

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

By February 2015 every staff member will have one encounter logged into Advance conducted by the Principal.

Part 6b. Complete in **February 2015.**

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	x	No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Principal has scheduled remaining interactions

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Some of our strengths and recent developments include :

- Parent conferences utilizing PTC scheduler
- Improved website
- Email addresses
- School Messenger
- Twitter
- Coffee with the Principal
- You Make a Difference
- Parent Office
- Parent meetings-curriculum nights, internet safety, prescription drug abuse,
- Important Message from Ms. O’Mara
- Principal’s List Reception
- Academic Fair
- Jupiter grades
- Marking Period Updates
- PA Events- Car Wash, Night out, RKArival
- Arts Festivals
- Tours and Articulation processes

While the staff works extremely diligently to engage the parents into the school, one piece that is evident is the lack of student voice and leadership. I would like students to have more real world experiences such as working in internships and partnerships in the community. In order to get to that point, students need to develop leadership and communication skills.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 60% of students will participate in student-led conferences wherein they present a piece of significant work aligned to our instructional focus to a group of parents.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to			

36. impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Develop mission and vision of work	Admin team	Dec 2014	Lori O'Mara
Introduce to staff	All staff 6-12	Jan 2015	Lori O'Mara
Admin works with staff to develop appropriate tasks or work in one on one meetings and through observational feedback	All staff 6-12	Jan- Feb 2015	Lori O'Mara Sean Mohan Tom Sullivan
Staff prepares work with students in classes	All students 6-12	Jan- May 2015	All teaching staff
Staff coordinates conferences	All parents 6-12	March- April 2015	Lori O'Mara Stacy Miller Sheilagh Lustig Julie Prince
Parents/community attend conferences	All parents and students 6-12	May 2015	Lori O'Mara

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Use of OPW and PD time Staff buy in Nominal office supplies PTC Scheduler

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 40. Specify a timeframe for mid-point progress monitoring activities.
By Feb 2015 the idea will have been introduced to staff and discussions have begun on project ideas. Organization efforts begun by admin team. By March 2015, all staff will have identified the project which they wish to use for the conferences and identified a date by which this work will be completed by students.

Part 6b. Complete in February 2015.

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: 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)	Students earning lower than 80 in class are targeted by classroom teachers for tutoring; students earning a 1 or 2 on last year’s state test are also targeted through Academic Centers through our CBO	1.Pre/re teaching skills necessary to access curriculum and reviewing in-class skills 2.Teaching skills necessary to analyze text and compose argumentative writing with text-based evidence support <ul style="list-style-type: none"> • Close reading strategies and chunking • Outlining • Annotation 	Tutoring by classroom teachers	After school
Mathematics	Students earning lower than 80 in class are targeted by classroom teachers for tutoring; students earning a 1 or 2 on last year’s state test are also targeted through Academic Centers through our CBO	Pre/re teaching skills necessary to access curriculum and reviewing in-class skills	Tutoring by classroom teachers	After school
Science	Students earning lower than 80 in class	Active reading strategies for non-fiction text ie. SQ#R Document analysis and paraphrasing.	Tutoring by classroom teachers	After school
Social Studies	Students earning lower than 80 in class	Active reading strategies for non-fiction text	Tutoring	After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist,	Referral to IST, Referral from deans Referral from SAPIS	counseling	Small group or one-to-one	During the school day

<i>Social Worker, etc.)</i>				
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Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	x	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.

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).

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.

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 (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$7,456,047	x	9-20

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:

1. 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.
2. 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:

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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 8: 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 CEP 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.

Parent Involvement Policy

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 Kingsbridge Academy MS/HS 141** 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 Kingsbridge Academy MS/HS 141** 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

School-Parent Compact

Riverdale Kingsbridge Academy MS/HS 141 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.



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Riverdale Kingsbridge Academy	DBN: 10X141
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 83
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 8
of certified ESL/Bilingual teachers: 3
of content area teachers: 5

Describe the direct instruction supplemental program here and include the

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

Begin description here: For the past few years our ELLS with 5 + years of service have not been making as much progress on the NYSESLAT and/or the NYS ELA exam as we would like. This group has had a much lower rate of students reaching the proficient level on the NYSESLAT than our newer ELLS. In addition, our long-term ELLS also continue to struggle on the required NYS Regents exams especially the English, US and Global History. During the past few years we have begun to see an increase in the number of newly arrived ELLS at our school. These newly arrived students are making more progress at a quicker rate than our long-term students. Although our overall NYSELST scores showed improvement our long-term ELLS continue to remain stagnant. Our supplemental instructional program for students in grades 6-8 will be led by ELL and special education teachers two days a week, and it is designed to support language development, build vocabulary, reading and writing skills. These students will be assigned according to their most recent ELA and math assessment including the city-wide performance assessments. ELL students are programmed for the supplemental instructional program and are grouped according to proficiency level and/or years of service. The program will run from January 7, 2015 to April 23, 2015. Our supplemental instructional program meets in one of the following out-of-school time schedules:

Before and After School:

Wednesdays from 7:20-8:20 (before school) and Thursdays from 2:40-3:40 (after school) ELL students are placed in a class with both a bilingual and a special education teacher who will co-teach.

2 Teachers/1 hr a day/2 days per week/for 12 weeks = 48 hrs (24 hrs before school and 24 hours after school)

An ESL teacher will be instructing a group on Wednesdays from 2:40-3:40 (after school) and Thursdays from 7:20-8:20 (before school).

1 Teacher/1 hrs a day/2 days per week/ for 12 weeks = 24 hours (12 hrs before school and 12 hrs after school)

Total 72 hours instructional

Our school-wide data continues to show that our HS ELL students struggle with both credit accumulation

Part B: Direct Instruction Supplemental Program Information

and Regents exams; these are key components that prevent students from graduating. In addition, our long-term ELLs struggle more than our more newly arrived ELLs. In order to increase graduation rates for our long term ELLs we are now offering Content Area Support after school staffed by a content area teacher who works in collaboration with a licensed ESL teacher to remediate students in key skills so that they can complete their homework and/or long term projects independently because homework completion is a key factor in credit accumulation. This is offered by one assigned teacher for one hour, two days a week from February 4 to May 21, 2015.

1 teacher/ 1 hour a day/ 2 days a week/ 14 weeks= 28 hours

A Regents Prep program is offered to ELL students for Common Core Algebra, Global History, and ELA; the areas where our ELL students most struggle thus preventing them from graduating. It is offered 2 times a week (Monday from 4-6 pm afterschool and Saturday 9:30-11:30 AM) for 2 hours a day 4 weeks prior to the June Regents testing period (5/18/15-6/12/15). This co-taught by a licensed ESL teacher with the support of a content area teacher.

1 teacher/2 Hr day/2 days a week/ 4 weeks = 16 Hrs

3 teacher/ 2 hrs /2x week /4 weeks = 48 Hrs

Total Hours - 164 Instructional

Part C: Professional Development

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

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

Begin description here: As we move all students toward reaching the CCLS goal of being College and Career Ready while increase graduation rates, we have invested in 2 new programs to provide our ELLs with the support they need to reach this goal. The first program we are beginning to use is the SRI on-line assessment for all of our ELLs. Part of this program is professional development provided by Scholastic. This PD will be provided for our ELL teachers and selected content area teachers who are working in the after and before school program. Topics covered during these PD sessions has or will include: Information available after the assessment, What does the Lexile measure really mean?, What materials should be available in the classroom to assist students at the various Lexile levels?, How can content area teachers use the assessment to group students?

Another program that we are fully implementing this year is the English 3D program. This program is specifically targeted towards long-term ELLs who are at the Intermediate or Advanced level. This is a group that we have struggled with for the past few years. Both our ELL teachers and a select group of English Language Arts teachers who are working in the before and after school program have received multi-day PD in how to best implement this program. This program is being supplemented in the ESL

Part C: Professional Development

class by teacher-designed lessons that support content-area units. For our ELLs who are at the Beginner level they are using the Milestones program which directly supports students' work with the Code X program that is used in English classes throughout our school. Again, this PD is being offered by Scholastic.

During the PD time that is provided on Mondays by the new teacher's contract (and will not be supported by Title III, we devote one Monday a month to ELL specific topics. Groups of teachers are looking at the model ELL units available on the OELL DOE page and trying to design classroom lessons that will better support ELLs. Teachers are provided with PD designed to assist content area teachers with making sure their lessons are accessible to ELLs, teachers are looking at student work and developing strategies to better assess the work produced by ELL students. During our Tuesday "Other Professional Work" time ESL teachers collaborate with content teachers so that they ESL teachers are better able to support the learning that is going on in content classes. They work together to design and/or modify lessons so that all students can be actively involved in all classes.

Part D: Parental Engagement Activities

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

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

Begin description here: Our parent community at RKA is very active and involved; however, we do struggle with getting some of the parents of our ELL's to be fully involved in our school community. Notices about important/upcoming parent events, including PA meetings and workshops, are sent home in English, Spanish and other languages as needed. We provide translation services (in Spanish) at PA meetings and make use of on-site and/or phone translation services for individual conferences with teachers and other school personnel. Notes are sent home in alternate languages to inform parents of the availability of translators at these events. We also translate important documents into home languages based on information available in ATS. Parent workshops designed for and targeted towards the parents of ELL students are held before and after school on the last Wednesday of the month. Some of the topics scheduled include: HS Graduation Requirements, The College Application Process, What does the CCLS Really Mean? How can I help my child acquire English skills?, What resources are available within our community?, Educationally Helpful Websites, What is the NYSESLAT? And How can I help my child prepare for Regents exams?. Notices are sent home via email and written notices given to the children in their ESL classes. The notices are always in English and Spanish as well as other languages when appropriate. We have interpreters available at parent workshops so that parents can fully participate and ask questions. These workshops are led by our guidance and administrative staff as well as experts on a specific topic including admission counselors and financial aid experts from CUNY and SUNY.

We have a very strong partnership with our Community Based Organization, the Riverdale Community

Part D: Parental Engagement Activities

Center. Through this partnership we are able to offer literacy classes to ELL parents. These classes are offered on Tuesday evenings and Saturday mornings during two 10-week sessions each year. (Oct-Dec and March-June). The instructor is a licensed English teacher and child care is provided.

We have staff members that speak a variety of languages including French, Spanish, Greek, Tagalog, Portuguese, Hebrew, Patois and Japanese. These staff members act as translators whenever needed for both spoken and written communication. Our bilingual social worker and School-Based Support Team also assist with translation as needed. When necessary, we reach out to the Department of Education's Translation Services to provide translation into other languages.

Our ELL coordinator has ongoing communication with ELL parents to ensure student and parent needs are being met. The ELL coordinator ensures consistent communication with the parents of ELLs throughout the school year. Parent communication regarding their individual child's progress occurs in the following manner: Jupiter Grades website, Progress reports, ARIS, monthly teacher emails to parents, communication from the Parent Coordinator, and conferences with school supervisors and personnel. Each spring we hold an Academic Festival that showcases work by all members of the RKA students body. OUR ELL students showcase work done in ESL classes and work completed during content classes. We match our parent involvement activities to parents' expressed needs and requests. The main thing that parents ask for is curriculum information or/or the opportunity to meet with individual teachers, so each year we structure our Parent Workshops to meet the needs of the current parents.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$7700	Per session for staff to implement programs listed above. Total cost of the program is 164 hours x 51.51 is 8,447.64, however only a portion (149.5 hours x 51.51 = \$7,700) is being covered by Title III funds. The rest is paid for out of FSF.
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$1300	Part of our purchase of the SRI program includes on site and on-line professional development for those teachers working in the before and after school program.
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, 	_____	_____

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	\$2200	We have purchased a site license for the SRI program used by students in the before and after school program
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 10	Borough Bronx	School Number 141
School Name Riverdale Kingsbridge Academy		

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

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	5	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1360	Total number of ELLs	82	ELLs as share of total student population (%)	6.03%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														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														
Pull-out							3	3	3	3	3	3	3	21
SELECT ONE														0
Total	0	0	0	0	0	0	3	3	3	3	3	3	3	21

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	42	6	4	16	0	8	24		13	82

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	42	6	4	16	0	8	24	0	13	82
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							9	12	14	17	5	1	2	60
Chinese														0
Russian							2	1		2	1			6
Bengali									1	1				2
Urdu							1							1
Arabic								1	1			1		3
Haitian													1	1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian							3	1			2			6
Other							1		1	1				3
TOTAL	0	0	0	0	0	0	16	15	17	21	8	2	3	82

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							5	4	1	1				11
Intermediate(I)							1	4	8	6	4	1	1	25
Advanced (A)							10	7	8	14	4	1	2	46
Total	0	0	0	0	0	0	16	15	17	21	8	2	3	82

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	6	3			9
7	11				11
8	13	1			14
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	11		2						13
7	9	3	1						13
8	8	3	3	1					15
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	4		11	2	2				19

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	3	0	0	0
Integrated Algebra	7	2	4	1
Geometry	1			
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	8	0	2	
Physics				
Global History and Geography	4		1	
US History and Government	1	1		
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We use the NYC Performance Assessment and Scantron to assess literacy skills for our ELLs. We realized that we need to do more information about the strengths and weaknesses of our ELLs so we have recently begun to use the DRA as well. The DRA will be given at least once per term so that we can better measure student progress and growth. The data we have shows that many of our

new ELLs have reading comprehension skills that are at least 3 years below grade level. Many of our long term ELLs have lexile levels that are below grade level and as a result we are using more lexile leveled texts within subject area classes in order to provide multiple entry points for our ELLs.

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

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

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
We do not have any grades K-5 students.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers are made aware of all ELLs and the accommodations they are entitled to, teachers have native language textbooks when available and bilingual glossaries, both subject specific and general. Students are provided support from the ESL teacher both during and afterschool and subject area teachers meet with ESL teachers to discuss strategies to help ELLs in the subject area classrooms.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

We do not currently offer a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate our programs success by looking at how many of our students improve their performance on the NYSESLAT, and the NYSED ELA and Math exams. We look at how our ELLs do in comparison to other subgroups and the student body as a whole. For our high school students we examine Regents data. 17% of our ELLs scored proficient on the Spring 2013 NYSESLAT and another 17% moved up a level. Even with these results we recognize that we would like to see greater growth among our ELLs and are currently looking into what additional programs and materials we can use to support our ELLs as we move them toward CCLS proficiency. We recently purchased English 3D from Scholastic and our ESL teachers will be getting training that they will turnkey to other staff.

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
As new students are admitted to the system we immediately administer the Home Language Identification Survey (HLIS), including the informal oral interview in English and in the native language. We have inhouse staff who can act as interpreters for a variety of languages including, Spanish, Tagalog, French, Greek, and Hebrew. When we do not have an interpreter we contact the Office of Translation services for phone interpretation. The principal, Assistant Principal of ELLs or the ELL teacher, Ms. Loretta Bellom conducts these interviews. All team members work closely when admitting new students, all necessary steps are taken to ensure students are properly identified through a completed HLIS survey. When a parent indicates that another language is spoken at home, the ELL coordinator is immediately called and the student and parent interview is conducted and the parent is immediately informed on the options available, and the LAB-R exam is discussed. We use the EPIC Facilitator's Guide for resources to assist with parent communication and share important information with parents regarding the various ESL programs available. We administer the Language Assessment Battery-Revised (LAB-R) within 10 days of entry into the school system. Based on LAB-R scores, we determine the best placement for students according to their performance on the assessment. For Spanish language students, the Spanish LAB-R is administered if the LAB-R is not passed. If a student's performance indicates that they are eligible for services, the parent is notified of their child's eligibility by telephone, in-person, and in writing. An orientation is offered, and the parent is informed of the various options. The LAB-R is conducted by one of our ESL teachers, and the results are immediately used to determine the student's best placement. Parents are communicated with in their native language. When possible, we ask our licensed pedagogues who may speak that language to assist with the translation process. If a person is not available, we make use of the translation services offered through the Department of Education. Once the parent has informed the school of his/her program choice it is entered in ATS in the ELPC screen within the required 20 days.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
As new students are enrolled in the school (during the interview process) we explain the different types of programs available to them. Once a child has been confirmed as being an ELL, based on the LAB-R, we contact parents via phone and mail and invite them to a parent orientation with the ELL coordinator. Parents are shown the video that discusses the choices, in their native language. During the orientation process, a licensed pedagogue explains the different kinds of programs (Free Standing, Transitional Bilingual Education, Dual Language). The structures in place to ensure that parents understand program choices include having bilingual school aides, a parent coordinator, bilingual family worker, bilingual guidance counselor and school translators available in 10 languages (seven of which are current school based employees). Materials explaining the program and parent choices are distributed in the various major languages. Parent meetings are held regularly and are attended by teachers who can translate. If a parent chooses a program that we do not currently offer in our building the ELL coordinator reaches out to OELL and stays in contact with the parent until an appropriate placement is found. While awaiting an appropriate placement the child is provided ESL services.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
We schedule in-person parent orientations for entitled students to distribute all information. Invitations are sent home in the parent's preferred language and phone calls are made when possible. These sessions are facilitated by the ELL coordinator with interpretation services provided on an as needed basis. Parents are given a copy of entitlement letters at the meeting. If parents do not attend a meeting they are contacted via phone. During the conversation the letter is explained to them and a copy of the letter and all forms are then sent home with the child. Files for these returned documents. Continued entitlement letters are sent home with students and mailed home as well. Copies of all documentation are kept by the ELL coordinator.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Parents are immediately provided with the HLIS form, and the ELL coordinator contacts parents and guardians immediately upon review of newly admitted students, in addition to the informal interviews of both students and parents. Parents are invited to attend information sessions on ESL services and are provided with an opportunity to view an informational video. ESL orientation is provided by the ELL coordinator. Parents are administered the Program Selection Survey to determine parents' choice. To ensure

that entitlement letters are distributed and Parent Survey and Program Selection forms are returned we provide consistent parent outreach via ESL coordinator and the bilingual family worker, in addition to school based employees who assist with parent outreach and communication. We administer the Language Assessment Battery-Revised (LAB-R) within 10 days of entry into the school system. Based on LAB-R scores, we determine the best placement for students according to their performance on the assessment. If a student's performance indicates that they are eligible for ELL services, the parent is notified of their child's eligibility by telephone, in-person, and in writing. An orientation is offered, and the parent is informed of the options. When possible, we ask our licensed pedagogues who may speak that language to assist with the translation process. If a person is not available, we make use of the translation services offered through the Department of Education. Continued entitlement letters are sent home with students and mailed home as well. Copies of all documentaion are kept by the ELL coordinator.

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*
- The parents of over 98% of our newly enrolled ELL students have requested Freestanding ESL. This trend has remained constant for the past 3 years. At this time we offer only freestanding ESL classes based on student enrollemnt and parental choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

As a 6 - 12 school we use a departmentalized model for all of our subject classes. ESL is done on a pull-out basis. Classes are ungraded because they are based on NYSESLAT level and data received from subject area teachers.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Many of our student receive multiple ESL classes during the course of the day in order to obtain (where the students level indicates) their required 360 or 540 minutes of ESL service. . For our Beginning students one class works on building basic English skills while the other class works to help build CCLS skills.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Our ESL certified teachers work with subject area teachers to build competence in scaffolding and developing multiple entry points. Teachers use adapted novels in the ESL class that are paired with traditional novels being studied in ELA classes. Teachers use the Code-X and English 3D programs in both the ESL and ELA classes. ESL teachers work with ELA and other subject area teachers to adapt lessons to ensure that the content is accessible to ELLs. Performance Assessments are given in the native language when possible to help with CCLS skill development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

As we move toward computer based assessment including scantron student can take assessments in the native language more readily. This allows teachers to more accurately evaluate students content knowledge.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our ESL and ELA teachers work on the four modalities throughout the year and students assessment results, including NYC performance assessments in SS, Math and ELA and scantron assessments in ELA and Math are evaluated by classroom and ESL teachers. ESL teachers evaluate the four modalities twice per term and adjust instruction as needed. ESL teachers then differentiate lessons as needed in their smaller classes to ensure that students are working to improve individual competencies in each modality.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

SIFEs: We evaluate our SIFEs using a variety of off grade level assessments including DRA, Performance assessments and Scantron. Once we establish the students areas in need of improvement the ESL teacher works with the subject area teacher to scaffold lessons. We purchase supplemental materials for these students on an individual, as needed basis. The students are given intensive support during extended day with the subject area and ESL teacher.

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

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

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

Former ELLs: These students are provided the accommodations needed to ensure that they have a smooth transition. For some students we provide continuing ESL services if the teachers and students feel that these services would be beneficial. These students have glossaries available as needed and are offered extended day support to ensure their continued success.
7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content

areas and accelerate English language development?

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

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

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

Courses Taught in Languages Other than English

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all 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 all ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

We do not have a Dual Language Program

C. Professional Development and Support for School Staff

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

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

D. Parental Involvement

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Riverdale Kingsbridge Academy

School DBN: 10X141

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10x141 School Name: Riverdale Kingsbridge Academy

Cluster: 4 Network: 411

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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