

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

23K446

School Name:

RIVERDALE AVENUE COMMUNITY SCHOOL

Principal:

MEGHAN DUNN

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Riverdale Avenue Community School
PS 446 School Number (DBN): 23K446

Grades Served: PK – 5th

School Address: 76 Riverdale Avenue, Brooklyn, NY, 11212

Phone Number: 718-485-1679 Fax: 718-485-1768

School Contact Person: Meghan Dunn Email Address: mdunn6@schools.nyc.gov

Principal: Meghan Dunn

UFT Chapter Leader: Tawana Vasquez

Parents' Association President: Annette Blackwood

SLT Chairperson: Christine Battiloro

Title I Parent Representative (or
Parent Advisory Council
Chairperson): Stacey Watson

Student Representative(s): N/A
N/A

District Information

District: 23 Superintendent: Mauriciere de Govia

Superintendent's Office Address: 1665 St. Marks Place, Brooklyn, NY, 11233

Superintendent's Email Address: mdegovi@schools.nyc.gov

Phone Number: 718-240-3677 Fax: 718-385-3768

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald

Director's Office Address: 131 Livingston Street

Director's Email Address: Bfitzge2@schools.nyc.gov

Phone Number: 718-935-3954 Fax: 718-935-3954

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
	*Principal or Designee	
	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson) *Principal or Designee	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
P		
Member/Teacher		
Member/ Teacher		
Member/ Teacher		
Member/ Parent		
Member/ Parent		
	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	
	Member/	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The Riverdale Avenue Community School was opened in September 2012 and has been steadily growing ever since. This September, we will finally grow to full capacity, as a pre-kindergarten through 5th grade school. Our school serves a high poverty population, and directly serves three individual temporary housing and shelter sites. We also serve a high percentage of students receiving special education services included school based program recommendations as well as related services. Last year we were the only school in our district where 100% of our students received all of their related services. The Riverdale Avenue Community School is organized around a looping model – students stay with their teachers for multiple years so that teachers are able to more fully understand their student's academic as well as social emotional needs. All of our staff intentionally works to build relationships with families and to create a school environment where everyone feels welcome and cared for. Due to the many risk factors that our students face, our school currently partners with a community based organization called Partnership with Children (PWC). PWC provides additional social-emotional and counseling supports to students as well as families and supports crisis intervention as well as SEL skill building across the school.

The school's mission statement is: *At PS 446 the Riverdale Avenue Community School we believe that **Resilience + Awareness + Collaboration = Success!** As a neighborhood school, we see all of these components as being intrinsic parts of the neighborhood community itself. We are resilient when facing challenges that may arise, no matter how large or small. We are aware of ourselves and those around us, and seek to gain greater understanding and enlightenment whenever possible. Through our collaborative efforts, we come together to form a stronger unit and learn all that we can from each other. The combination of these efforts leads to success, both individually and as a community at large.*

It is incumbent upon all of us to work together to ensure that the needs of students, parents, and staff are met. We are a focused learning community, where knowledge and self-improvement are our driving forces. We expect our students to constantly be learning, acquiring new skills, and encountering new experiences. Our staff works daily to ensure that these kinds of opportunities are being provided to students, and that they are seeking opportunities to enhance their own personal and professional lives. As their child's first teacher, parents are our number one partner in this work. We will come together to work with parents to ensure that the needs of our students are being met, and to provide support to parents.

Our primary commitment every day is to our students and their overall success. We define success and opportunity as the intersection of academic skill and extracurricular experience. Teachers and staff will work together to ensure that students are being given the kinds of learning opportunities that address individual strengths and areas of growth. Community partnerships will provide students with the kinds of broad experiences that will enable them to develop into unique individuals, with passions, abilities, and interests.

Our school feels particularly successful in work that we have done to develop a supportive environment for students, establish collaboration among teachers, and build strong family-community ties. Working in tandem with our CBO, we have been able to help support many students and families through times of crisis and develop supportive plans that connect homes to school. We have multiple opportunities for parents to partner with the school, offering workshops, support groups, and general family activities that help to promote supportive relationships between all stakeholders. As we move into our fourth year, and our final year of growth we are focusing our efforts on deepening the kinds of rigorous instruction that exist in our school. We recognize that even though many of our students are come in with profound needs and deficits that we need to continue to work to push them to achieve and create more customized

programs for students. More specifically, the school is focusing on our assessment practices this year, and the different ways that we are not only using assessment in the classroom (and broadening our definition of assessment in general), but also the ways that we are communicating with parents about assessment as it relates to student needs and next steps. We are continually working to not only refine and push the work that we do, but also to deepen our support of parents and families.

23K446 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04	Total Enrollment	291	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	110.5%	% Attendance Rate		89.2%
% Free Lunch	87.7%	% Reduced Lunch		3.7%
% Limited English Proficient	4.1%	% Students with Disabilities		24.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	4.1%	% Black or African American		75.5%
% Hispanic or Latino	17.8%	% Asian or Native Hawaiian/Pacific Islander		2.2%
% White	N/A	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		8.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.4%	Average Teacher Absences (2013-14)		5.46
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

For the past two years, the school has been partnering with Teachers College Reading and Writing Project to fully implement the TC Workshop Model in our kindergarten through 5th grade classrooms. As a result of this work, we have been able to create cohesive and rigorous instructional practices across reading and writing. More than half of our students end the year reading on grade level, and our 3rd and 4th grade students have a passing rate on the New York State ELA Exam that is equivalent to the city wide average. After looking at this data, and comparing our achievement in ELA to Math, the school decided to focus our rigorous instructional practices on math. For the past three years the school has been using My Math as our school wide math curriculum. We have been supplementing this with Exemplars Problem Solving. However, our student’s performance on the New York State Math test was far below their performance in math. In addition, teacher evaluations from the 2014-2015 school year indicated that teachers received lower overall rating when they were observed in math, than when observed in ELA. The delivery and content was not as strong across the school. Therefore, the school decided to focus its rigorous instruction lens on math instruction for the 2015-2016 school year.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers will fully implement Engage New York, a common core aligned math curriculum, in pre-kindergarten through 5th grade.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>August Professional Development will focus on introducing teachers to the curriculum, explaining the rationale and organization of the curriculum and allowing teachers to begin planning.</p>	<p>All Teachers (pk-5) Paras</p>	<p>Week of August 31 – September 4, 2015</p>	<p>Principal Instructional Coach Math Leads</p>
<p>Participation in the Math Collective, which provides ongoing professional development and instructional support to schools and teachers.</p>	<p>All Teachers (pk-5)</p>	<p>September, 2015- June 2016</p>	<p>Principal Math Collective Consultants</p>
<p>Half Day Staff Development Days (As a PROSE School) to provide additional teacher development on program implementation</p>	<p>All Teachers (pk – 5)</p>	<p>October 30, December 18, February 26, March 18, May 20, June 24</p>	<p>Principal Instructional Coach Math Leads</p>
<p>Reallocation of office staff time and responsibilities to ensure proper materials preparation for all units. Teachers will be responsible for modifying student independent practice and the office staff will support in making copies, supporting materials management, and readying supplies.</p>	<p>Office Personnel</p>	<p>Throughout the Year. Reorganization will begin in September</p>	<p>Principal</p>
<p>Grade Team Breakfasts will be exclusively focused on math instruction this year, and supporting parents in their math content and in helping students with their math.</p>	<p>Parents and Families</p>	<p>Monthly Grade Team Breakfasts from November to June</p>	<p>Principal Grade Team Leaders Teachers</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per session money will be used to support this work and provide for planning. Funds were use to join the Math Collective and to purchase books and tools for implementation. Funds will also be used to provide supplies for parents. The school reallocated time ii order to allow for additional professionals development days.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

· The school will have a full day of professional on March 18th as part of our mid-way check point. During this time, teachers and staff will engage in reflection of their work thus far. We will also use an implementation checklist to see where we are in terms of fidelity of implementation. The Date Driven Instruction survey will be given to all teachers in order to identify areas of concern around full implementation.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

For the past three years, the school has been implementing School Wide Positive Behavior Intervention System (PBIS) from kindergarten to 5th grade. Based on the data that we were gathering from our PBIS work, the PBIS team noticed that many of our students who were receiving suspension were repeat offenders. While these students were receiving counseling across the school day, their outbursts and struggles with other students and staff were resulting in aggressive behavior that was not being changed by a suspension or a teacher removal. While our school puts a lot of systems in place to support our youngest students when they are struggling with self-regulation and provides them with multiple opportunities to fix the situation and garner second chances, this has been difficult to implement in the upper grades because of the violent and sometimes harmful nature of the situation. This year, the PBIS team has decided to focus on restorative approach for students in 3rd through 5th grade.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the PBIS Team will develop a systematic protocol for the implementation of restorative discipline for students in 3rd through 5th grade who violate the city wide discipline policy.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Create a professional learning plan focused on restorative discipline practices. The PBIS team will conduct a literature review of best practices and will meet on a weekly basis to discuss this work.	PBIS Team Members	Weekly from September 2015 to June 2016	Principal PBIS Internal Coach
Develop a protocol to systematize our work around what restorative discipline means to our schools and to clarify implementation for staff, parents, and students.	PBIS Team	Completion by June 2016	PBIS Team
Parent focus group around the key issues that parents and families see and ways that the school can support and solve them.	PBIS Team Parents and Families	January 2016	PBIS Team
The National PBIS Spring conference will be attended by all PBIS team members.	PBIS Team Members	Spring 2016	PBIS Internal Coach

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Teachers will be provided with professional texts and the opportunity to participate in professional development. The school also allocated time during the day so that teachers were able to meet as a team on a consistent basis. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The school schedule has been organized so that the PBIS team is able to have weekly meetings during their Circular 6 period. PBIS Team members will also be provided with professional development books and resources in order to support their own knowledge and understanding. Money will also be allocated to allow team members to attend a professional development conference in the Spring

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and 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.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and 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.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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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 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)	Student Assessments including running records, let/sound correspondence, sight words, and concepts of print	FUNdations; Leveled Literacy Intervention; Guided Reading; Reteaching	Small group; one to one	During the school day
Mathematics	Student Assessments and Math Inventories	ECAM Centers; teacher created materials	Small group	During the school day
Science	Student assessment scores	Teacher Created Materials	Small Group	During the school day
Social Studies	Student assessment scores	Teacher Created Materials	Small Group	During the school Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher and staff observations; parent requests	Counseling; therapeutic play groups	Small group or one on one	During the school day, after school

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Teachers all have beginning of year meetings and have identified goals aligned to the Danielson framework. These have been used to inform a comprehensive PD plan that includes a weekly PD for teachers to view and critique teaching/ instructional strategies aligned to various Danielson Domains. The Danielson PD will operate on an 8 week cycle and content will change according to teacher strengths and identified needs. Teachers have begun to receive informal observations which include actionable feedback aligned to 8 Danielson components. We also work with Teachers College and teachers are provided with the opportunity to attend professional development at TC. We have 20 staff development days throughout the year where teachers receive job embedded training and support. We are a part of Learning Partners this year, and teachers participate in a cycle of school visits. The school also works with the Math Collective to provide ongoing development and support in math instruction.

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.).

school hosts a summer bridge program for students who are transitioning from pre-kindergarten to kindergarten. Parents have the opportunity to meet the teachers, see the classrooms, learn about curriculum, etc.. The teachers also work in the summer to do all of the beginning of the year kindergarten assessments before school starts, so that students are not pulled out of class in kindergarten and can begin to learn the routines of the school. This year the school also restructured its morning program so that kindergarten mirrors pre-kindergarten – students are dropped off in the classroom by their parents each morning and eat breakfast in the classroom. Curriculum is aligned from pre-kindergarten to 5th grade - all of the grades use EngageNY for Math, and there is support from Teaches College for the literacy curriculum across the school. The school also has joint pre-kindergarten and kindergarten family involvement workshops including parent-child field trips and a parent child playgroup that meets. The pre-kindergarten teachers also meet regularly with the related service providers to plan out early intervention supports for students.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers have an opportunity to meet with the instructional team and voice their preferences when it comes to assessment choices in the school. The principal works in consultation with the instructional team to make these choices and to provide appropriate supports. This year the school will be using its Model Teachers to build capacity among teachers in the area of assessment. All teachers are trained in August on the school wide assessments and ongoing support is provided during the year so that teachers can use their assessment information to inform 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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	271,649.00	X	X
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,981,373.00	X	X

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) *(Required for All Title I Schools)*

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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’s Title I Parent Advisory Council (PAC) 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 (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Riverdale Avenue Community School in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in

planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. Riverdale Avenue Community School will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality 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 (SPC)

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

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with 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 to 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
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the [English Language Learner Policy & Reference Guide](#).

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Meghan Dunn	Assistant Principal Renee Martin
Coach Jacqueline Coley	Coach
ENL (English as a New Language)/Bilingual Teacher Yvette Thornton	School Counselor Nicholas Pisani
Teacher/Subject Area Keisha Hewett, SPED	Parent Camilla Barber
Teacher/Subject Area Melissa Saunders, General Ed	Parent Coordinator Christina Yancey
Related-Service Provider Bridget Nixdorf	Borough Field Support Center Staff Member
Superintendent Mauriciere de Govia	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	312	Total number of ELLs	10	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
---	--

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	1
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)	

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	10	1	1							0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
SELECT ONE																				0	0
SELECT ONE																				0	0
SELECT ONE																				0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	2		1										0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	2												0
Haitian														0
French					1									0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1				1									0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)			1		1									0
Emerging (Low Intermediate)			3											0
Transitioning (High Intermediate)		1				1								0
Expanding (Advanced)		1	1			1								0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 PS 446K uses two assessments to evaluate the early literacy skills of all of our students. 3X a year we administer the TCRWP running records, letter/sound and high frequency assessments. We also use the Reading Reform Foundation's phonogram analysis. These exams provide us with a baseline from which to measure student growth throughout the year. Data from these assessments allow us to develop flexible groups for students, to target specific skills, and to plan our class periods where we work on specific language and reading skills. All of this information is inputted into the TC Assessment Pro so that we can manipulate the data to look at subgroups, measure growth, and monitor teaching throughout the year. In addition, we set measurable goals for our students based on city-wide trends and where our teachers believe our students will be in June 2016.
 We had an influx of beginner students in September 2014. Our newcomers (1 in kindergarten, 2 in first grade) have improved their letter identification and will continue to need support in building vocabulary along with reading and writing skills. Our 7 other ELLs have shown growth in reading comprehension and writing. We know that as a community, we need to continue to work on reading and writing skills with our ELLs, as these are the areas where our students are weakest based on the NYSITELL and NYSESLAT results.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Based on the NYSITELL and NYSESLAT results, we have seen progress in nearly all of our students. 3 students who entered our school in 2013 as beginners tested as Intermediate (2) on the NYSESLAT. 1 student who entered in 2010 as an Advanced is still Advanced. Most of our beginners in 2014 have made progress in letter recognition and sound development.
 The results from three years worth of NYSESLAT indicate that our students have most difficulty with the reading and writing portions of the exam. In writing, scores range from...
 In reading the majority of scores were in the ... range.
 Our students are strongest in speaking.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 We use student data in order to set goals for all of our students and to plan instructional groups. Using the NYSESLAT modalities, our ESL teacher creates focused groups that target specific skills. For ELL-SWD, classroom teachers and related service providers

coordinate their instruction to support deficiencies. Instructional design is adjusted to support student development in the areas of greatest need based on scale score conversion and review. Instruction will maintain a focus on all four modalities.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
 - a. Currently, all of our assessments, except for the Spanish LAB, are given in English.
- b/c. For Grades 3 and 4, we do administer the ELL Periodic Assessments. For the lower grades, our ESL teacher assesses phonemic awareness and sight word recognition to monitor progress. Our ESL teacher also meets with our Literacy Coach and Principal to discuss student needs based on the NYSESLAT and TCRWP. Planning time is allocated for classroom teacher and the ESL instructor to analyze quantitative and qualitative data and to share strategies that will work best with ELL students.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.] As a school, we embrace the practices of RtI. However, we understand that there are different interventions that we can utilize with our ELL students at every tier of the process.

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

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

When we find that our ELL students are not moving at an appropriate pace, we move to Tier 2 interventions to provide supports. Our ESL instructor meets with classroom teachers to share appropriate strategies. Students are placed in AIS, work with our Reading Recovery teacher, and are given intensive small group push-in instruction from our SETTs teacher instruction so that they do not miss what is being taught. For instance, we utilize shared reading and writing to engage students. Teachers link students' background knowledge to make sense of content. Teachers and classmates engage in conversations and the sharing of ideas that assist with language development. Teachers use the LAB-R to identify where the student is strong, and utilize those strengths to make connections with the English language. We provide additional scaffolds related to content - immersion into vocabulary, picture/media support, trips, repetition and the breaking down of lessons - to assist with grasping new ideas.

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

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

When a student enrolls in our school, they complete the Home Language Identification Survey and a teacher conducts an informal interview with them in both English, and if they are from a Spanish speaking country, in their native language. This first conversation enables us to determine their primary language and their fluency in both languages. For those Spanish speaking students, we administer not only the NYSITELL but also the Spanish Lab-R results to see the students' language abilities in both languages.

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

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

N/A

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

Now that we are entering our fourth year, we measure AYP for our ELL students through the use of portfolios and state tests (NYSITELL and NYSESLAT). Based on the current NYSITELL and NYSESLAT results, we currently have 3 beginners, 6 intermediate students and 1 advanced student. We believe that our emphasis on community activities that allow for listening and speaking opportunities, and an ELA program that integrates reading and writing, are responsible for this growth in our students.

We also measure growth through the TCRWP assessments that are administered 3X a year. Most of our students have improved in their Running Records by moving up levels within their reading as well.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The steps followed for the initial identification of possible new ELL students at Riverdale Avenue Community School begin with our pupil accounting secretary notifying our Literacy Coach, Ms. Jacqui Coley, or our ESL Teacher, Ms. Thornton, that a new student is enrolling. Ms. Coley greets the new student and the family and has the parent complete the Home Language Identification Survey (HLIS) in their native language. Ms. Coley or Ms. Thornton informally interviews the child to determine whether their primary language is English. Our Spanish speaking pupil accounting secretary, Ms. Blakis, assists if the child is a Spanish speaker. Additionally, we have three Spanish-speaking teachers. Another classroom teacher also speaks Haitian-Creole. If the HLIS survey and the oral interview indicate that the student needs to be evaluated for ELL services, our certified ESL teacher or Literacy Coach administers the NYSITELL and the Spanish LAB (if applicable) and places the child in appropriate services within 10 days of arrival, as per CR Part 154 of the Chancellor's Guidelines. The NYSITELL is graded in the school and parents are immediately notified as to their child's designation as an ELL student.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

In order to determine a student's status as SIFE, we will first administer the HLIS so that we have a understanding of the student's prior schooling. If the HLIS states that the student has had an interruption or inconsistency in their formal schooling and is a newly identified ELL in between grades 3-5 and tests at an entering or emerging level on the NYSESLAT, we will administer an oral interview questionair and utilize a LENS if the student has a home language of Arabic, Bengali, Chinese, Haitian-Creole or Spanish.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

When identifying newly enrolled students who have IEPs, our LPT (Ms. Dunn, Ms. Saunders, Ms. Thornton and the parent) will determine whether or not the student is eligible for NYSITELL testing. We will ensure that a qualified interpreter or translator of the language or mode of communication the parent or guardian best understands is present at every meeting with the LPT. The LPT will consider the student's history of language use in the school, home and community, the results of the individual evaluation of the student, the assessments administered in the student's home language along with any information provided by the CSE as to whether or not the student's disability is the determinant factor affecting whether or not the student can demonstrate proficiency in English. Based on these factors, the LPT will then have to make a determination as to whether or not the student is eligible for NYSITELL testing or if the student has second language acquisition needs or if the student's disability is the determinant factor affecting the demonstration of proficiency in English. If the LPT determines that the student may have second language acquisition needs, then the student is required to take the NYSITELL. If the LPT determines that the student's disability supercedes his linguistic needs, the recommendation is sent to the principal for review. The principal must accept or reject the recommendation. Should the principal reject the recommendation to not administer the NYSITELL, then the NYSITELL must be administered immediately. If the principal accepts the recommendation, a copy of the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must also be notified within three school days of the decision in the parent or guardian's preferred language. The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has ten school days to accept or reject the recommendation of the LPT. If it is determined that the student must take the NYSITELL, the school has five addicioanl school calendar days to administer the NYSITELL and notify the parent or guardian. The LPT NYSITELL Determination Form must then be completed and placed in the student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
- Once the NYSITELL is scanned and a score is properly determined, our school staff promptly checks ATS for an updated roster of students who are entitled or non-entitled for ELL services. Then they download the appropriate document in the parents' preferred language to mail out to the parents. If the student is 18 years or older, then the student also receives a copy of this letter. It will be dated, signed and retained in the students' cumulative folder.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).
- Parents are notified that they can have their students re-identified as an ELL. They are told they can submit a written request to the principal. Once that written request is received, the school must initiate a review of the ELL status determination. The re-identification process must be completed within 10 school calendar days of the written notice. If the CSE must be consulted, then the process must be completed within 20 school calendar days.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
- Parents are sent a letter notifying them of their child's status as an ELL student. They are given a time and date to learn about the three program choices available in NYC for ELL students. They are given the brochure with the options, are shown the DOE video in their native language by the school's Parent Coordinator, ESL teacher or Ms. Coley, and then they fill out the survey with the three choices. This is all done within the first 20 days after their child has been enrolled. If a parent fails to come to the assigned meeting, the parent coordinator and/or classroom teacher contacts the parent to ensure that they come to the school and know their options.
- We have ongoing parent orientation meetings throughout the year as new students enroll in our school. We arrange for the appropriate translators to be present. At the orientation, the ESL teacher and other representatives of Riverdale Community School (the principal, parent coordinator, and classroom teachers have all been present at various orientations) explain the process by which the New York City DOE identifies and services ELLs. We also explain the different services models available to ELLs in New York City public schools. As ELLs continue to be identified throughout the school year, parents will be given the opportunity to view a parent orientation DVD. This DVD presents ELL placement options clearly and objectively and is offered in nine languages. In addition, all parents are given a parent choice brochure in their native language.
- Based on parent surveys, informational letters, and conversations at parent orientations, all current ELL parents are aware of their program choices and are comfortable with the pull-out ESL program that Riverdale Avenue Community School provides.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
- As soon as a student is deemed eligible for ESL services based on their hand scored NYSITELL scores (which are stored in the ESL teacher's compliance binder), the parent is notified with an Entitlement letter in both English and their native language. The Entitlement letter outlines their child's evaluation results as well as the various ELL service models available in the New York City Department of Education: Transitional Bilingual, Dual Language, and Freestanding ESL. This valuable information is presented to parents within twenty days of the start of the school year with a viewing of the EPIC video as well as translated brochures which explain New York City's three service models. In addition, we arrange for the appropriate translators to be present to clarify or answer any and all questions parents may have. After this orientation, parents are given a survey that asks them to rank their preferred service model on a scale of 1 - 3. Each survey is completed and signed by the the parents by the end of the Orientation meeting. This process ensures the understanding and completion of all ELL students Survey forms and each Parent's Choice of an ESL Program for their child(ren). The surveys are stored in the child's cumulative file with an additional copy stored in the ESL teacher's compliance binder.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- If parents are unable to meet or miss an orientation meeting where they cannot complete the survey or program selection, our Parent Coordinator tries to reschedule a time for them to come in so the surveys are completed in a timely manner. It also provides a way for the parents to ask any questions they may have about the services the students receive.
9. Describe how your school ensures that placement parent notification letters are distributed.
- After the student has been determined to be in need of ELL services, parents are immediately notified through placement parent notification letters. Our staff checks the ELL roster and correlates the notification letter with the parents' preferred language. Within this placement letter, they are given a time and date to come in to learn more about the services that we have and proceed to fill out surveys and program selection forms as quickly as possible.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- All of the documents for each child is kept in the students' cumulative folders.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- The steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT) include ordering enough exams in October to administer the NYSESLAT to all ELL students in the Spring. The ELL students at Riverdale Avenue Community School will be annually evaluated using the NYSESLAT and administered by the ESL teacher. This exam assesses the four major modalities - Speaking, Listening, Reading, and Writing in English to every ELL student in Riverdale Avenue Community School. This assessment provides the teachers, parents, administrators, and students a score and data that reflects each student's level and understanding of the English language. The Speaking portion of the NYSESLAT is administered individually in mid-April 2014 through mid-May 2014. The Listening, Reading, Writing portions of the NYSESLAT are administered to all ELL students by mid-May. I.E.P. guidelines are followed for eligible students. Also, on a monthly basis, the ELL teacher requests an RLAT report to update current as well as new students to ensure all ELLs have received required assessments.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- After the students take the NYSESLAT and scores are calculated and determined, the staff will download continued entitlement and transitional support parent notification letters that will be mailed to the parents by September 15th so that parents have time to consider how the services have helped or adversely affected their child. This will also then prompt the parents to consider submitting a written request for a re-identification process.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
- Based on survey results, parents are satisfied with ESL services. We are fully aligned with parent requests because as of this year, 4 newcomers out of our 4 ELLs had parent surveys which indicated a preference for Freestanding ESL. Although the parents were presented with all the ELL service options available to their child, as well as the option to transfer schools, all parents decided that they would be comfortable with their child attending Riverdale Avenue Community School's present Freestanding ESL program. We will continue to make sure that parents are made aware that they are able to choose whichever service model they are most comfortable with, and as a school, we work to ensure that their preference are met. We will also continuously monitor parent choice through the use of the ATS ELPC Screen as parent needs may adjust. Our contact with parents does not stop after this initial step; every year, all ELL parents are sent home a continuation or discontinuation of services letter based on their child's performance on the NYSESLAT.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
- Freestanding ENL program.
At Riverdale Avenue Community School, we use a combination of models - both push-in and pull-out - depending on our students' needs. For instance, our three kindergarten students are currently being pulled out because of their intensive language needs. Our four first graders are in two different classes (3 in one and 1 in the other) and are served through the push-in model as they need scaffolding in the content areas. The one third grader of our group receives the push-in model as she benefits from support with daily lessons. Two fourth graders benefit our quiet environment using the push-in model as well. Our groups are heterogeneous so that the students can help one another and build each other up in their language acquisition.
 - TBE program. *If applicable.*
N/A
 - DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Through the collaboration of teachers, cluster teachers, and the Administration, a schedule is submitted for approval containing the required instructional minutes for all our ELLs as per the CR Part 154. English Language Learners receive between 180 and 360 minutes of Pull-out ESL every week depending on their levels as determined by the NYSITELL or the NYSESLAT. The Pull-out services are provided to heterogeneous groups of students across grade levels. ELL students whose Proficiency level is identified as a Beginner or Intermediate level are scheduled to receive 360 minutes per week. Advanced ELL students receive 180 instructional minutes per week. All Proficient students who have tested out of the ELL program are still required to have transitional ELL support in the classroom for 90 minutes per week. The school ensures that all ELL-SWD's receives services mandated on their I.E.P. by posting all students I.E.P. on the SESIS Program and through the monitoring and supervising by our I.E.P. teacher. If the student's I.E.P. teacher mandates that he/she receives ESL instruction, it is brought to the attention of the ESL teacher by the SETSS teacher. The ESL teacher immediately inputs the student into the schedule for the appropriate minutes per week. All I.E.P.'s should be reviewed in order to make sure each student receives their mandated accommodations as well to understand how each child may interpret / retain information. The ESL teacher works in collaboration with the classroom teachers, the Children First Network (Cluster 3), and the administration to ensure that all of our ELLs (newcomers, long-term, and those with special needs) receive their mandated ESL minutes per week.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE

- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

6a. Currently, there is one SIFE student enrolled in our ESL Program. We work with this student to determine her individual needs so that she can progress and have a more focused instructional plan to target difficult areas of study. But as a beginner, she will receive 180 minutes of freestanding ESL and 180 minutes of integrated ESL/ELA in other content areas. We will assess her progress and evaluate what her needs are so that we can continue to develop a plan that will allow her to acquire and improve her English language skills.

6b. Within our ESL Program model, newcomer students receive differentiated instruction by providing materials at varied ability, interest levels as well as their individual learning style. Reading materials that address content and delivered along with daily scaffolds and levels are some ways to differentiate instruction. Providing lessons at varying levels of complexity or at different paces are other ways we offer newcomers ELL students differentiated instruction. It is also critical that newcomers receive not only a large variety of age level appropriate materials but also plenty of visual and kinesthetic opportunities to supplement instruction. Each newcomer (depending on their level) will be given either 360, 180 or 90 minutes of ESL. The students, who are Entering, will receive 360 minutes of ESL, which consists of 180 minutes of freestanding ESL and also 180 min of integrated ESL/ELA. The students, who are Emerging, will also receive 360 minutes of services, which include at least 90 minutes of freestanding ESL and 180 minutes of integrated ESL/ELA. Transitioning students will receive 180 minutes of ESL, which include at least 90 minutes of integrated ESL/ELA. Expanding students will also receive 180 minutes of ESL instruction, which will include 180 minutes of solely integrated ESL/ELA.

6c /d. At this time, there are no ELL students with 4 or more years of ESL instruction. For future students, we will continue to provide support in all four modalities: Listening, Speaking, Reading, and Writing. Differentiated instruction allows LTE students to have some choice in how they demonstrate what they have learned.

6e. Our former ELLs will receive the same testing modifications as our ELL students. Our former ELLs will receive 90 minutes of integrated ESL/ELA or another content area. We will collaborate with classroom teachers to ensure that the integrated class time will focus on areas that provide support for our ELLs so that they ultimately can progress and transition to a regular classroom.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

The principal will consult with a qualified staff member in the school, the parent/guardian and the student to review the new determination. If the principal, based on the recommendations, determine that the student may have been adversely affected by the re-identification process, the principal must provide additional support services to the student and may reverse the determination within this 6 to 12 month period.

8. 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?

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

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

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

Chart

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

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
Chart		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

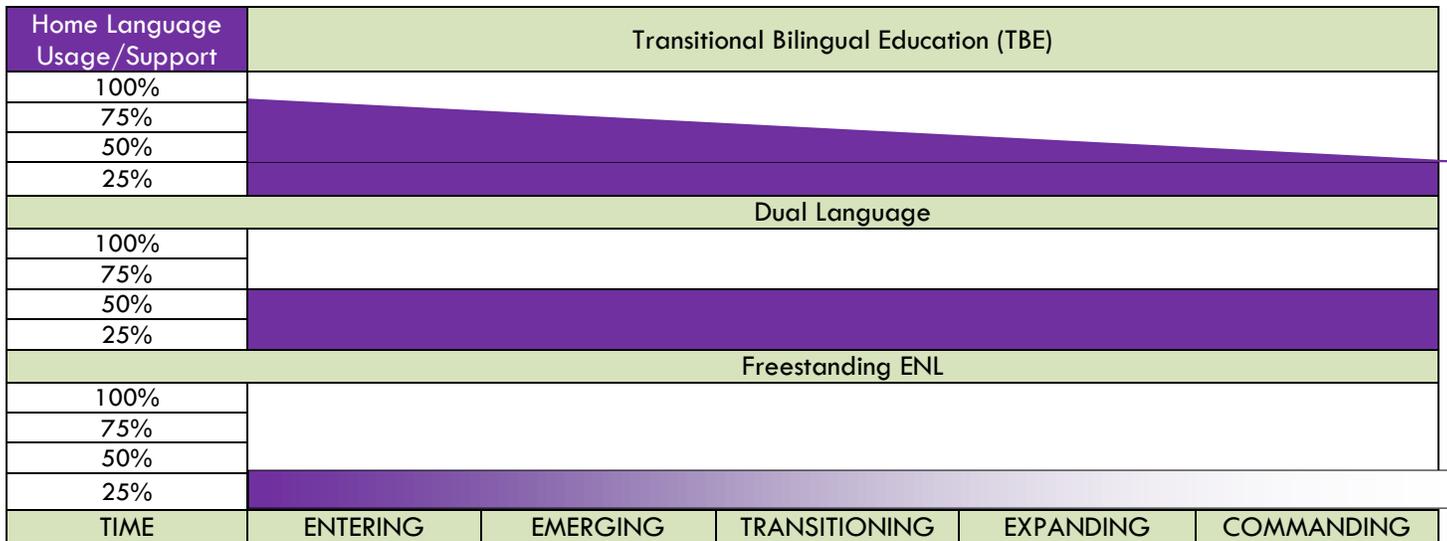


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

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

and grounds as well as the student's mainstream and ELL classrooms. Meeting with the classroom teacher prior to school starting, and ensuring that the student will have a "buddy" to help him/her transition to their new school.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Activities in Riverdale Avenue Community School that are provided for newly enrolled ELL students would include a tour of the school building and grounds as well as the student's mainstream and ELL classrooms. Meeting with the classroom teacher prior to school starting, and ensuring that the student will have a "buddy" to help him/her transition to their new school. Also, making time for the Administration to meet the child so they are aware of each new ELL student and help them feel welcome will also allow for the students to build and foster relationships as they adjust to their new school environment. Through the collaboration of teachers, cluster teachers, and the Administration, a schedule is submitted for approval containing the required instructional minutes for all our ELL's as per the CR Part 154. English Language Learners receive between 180 and 360 minutes of Pull-out ESL every week depending on their levels as determined by the NYSITELL or the NYSESLAT. The Pull-out services are provided to heterogeneous groups of students across grade levels. ELL students, whose proficiency level is identified as a Entering or Emerging level, are scheduled to receive 360 minutes per week. Transitioning and Expanding ELL students receive 180 instructional minutes per week. Commanding ELL students will receive 90 minutes of integrated instruction per week. The school ensures that all ELL-SWD's receives sevices mandated on their I.E.P. by posting all students I.E.P. on the SESIS Program and through the monitoring and supervising by our I.E.P. teacher. If the student's I.E.P. teacher mandates that he/she receives ESL instruction, it is brought to the attention of the ESL teacher by the SETSS teacher. The ESL teacher immediately inputs the student into the schedule for the appropriate minutes per week. All I.E.P.'s should be reviewed in order to make sure each student receives their mandated accommodations as well to understand how each child may interpret / retain informaiton. The ESL teacher works in collaboration with the classroom teachers, the Children First Network (Cluster 3), and the administration to ensure that all of our ELLs (newcomers, long-term, and those with special needs) receive their mandated ESL minutes per week.

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

All staff attends professional development opportunities offered through our network, as well as citywide opportunities. In total, the office staff speaks three different languages in order to better families, and work with the ESL teacher in order to develop a welcoming atmosphere for all families. Staff attends network offered UDL training during the summer and have continued throughout the school year, in order to better plan and prepare lessons for all students.

Everyone at Riverdale Avenue Community School supports all our ELL students. The administration, Paras, Guidance Counselor and Special and Regular Education teachers involve themselves in Network Professional Development Seminars as well as professional development options through DELLSS. We attend network meetings that focuses on methodologies and training on topics such as differentiated strategies and academic language development.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Our certified ESL teacher will attend Professional Development. We take advantage of professional development offered by DELLSS and the UFT / BETACI that include topics such as The Common Core Standards and What you need to know about RTI and the English Language Learner. The ESL teacher may also attend monthly Workshops pertaining to both Compliance and techniques and methods useful in teaching ELL students. In addition, our certified ESL teacher will be providing ongoing professional development on how to support ELL's in the mainstream classroom as well as Turnkey information at Inquiry meetings and Common Planning groups.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our building currently has a fully functional K-5 grade school and a middle school that serves grades 6-8. When the time comes for our students to transition to an upper level school, we will all serve as advocates to the ELL students in every way. We will prepare them with tours, meeting teachers, and information about their new school and what to expect. Parents will also be assisted in order to make the transition a smooth one.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

In order to foster collaboration between our classroom teachers and our ENL teacher, the professional development conferences we sign our teachers up for are dedicated to language acquisition and a focus on best practices for co-teaching strategies and how to better integrate language and content instruction for ELLs. Our ENL teacher also attends professional development that speaks to language acquisition in alignment with core content area instruction. We also send our ENL teacher to conferences that may focus on co-teaching strategies and integrating language and content instruction for ELLs so that they can be properly supported within the content area instruction. The school secretary registers all teachers for the professional workshops and these are recorded in a Black Binder in the Main Office . In addition, there are agendas and sign-in sheets that have to be provided at the conference itself and also copied for the school secretary so that a current log of PD hours can be properly kept.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Parents are involved with their ELL child from the beginning of the school year when they attend our orientation meeting and are offered the different options available for ELL services. Throughout the year, the staff communicates with ELL parents in their native language through informational packets and home mailings. A translator is present when there is an IEP meeting or whenever a parent has a question. We have taken advantage of the telephone translation services for Parent Teacher Conferences and other parent meetings. Parent Teacher Conferences (2x a year); extended day goals for students (3x a year) Aris parent website. The Riverdale Avenue Community School promotes Workshops for Parents on the Common Core State Standards Homework Help; Special Education and ELLs.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Parents are always asked to sign-in when they have a meeting at the school. Our school meets individually with parents at least once a year, in addition to parent-teacher conferences, parent orientations and other scheduled meetings in order to discuss the goals of the program, their child's language development progress, the child's English language proficiency assessment results and language development needs in all content areas. This allows for sufficient inform the parents or guardians about the child's language development in all content areas in English.

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

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. We encourage all our ELL parents to come to meetings and utilize our "parent buddy" system to discuss issues and school events. This allows for our parents to work together and speak to issues that may only relate to their children.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school partners with other Community Based Organizations to provide workshops or services to ELL parents by establishing a partnership with the non-profit organization Partnership with Children, which parents are provided additional support for their students. Partnership with Children (PWC) provides counseling for students and parents. They will also facilitate parent interactions with other CBOs to support parents in any way possible. Studio in a School provides arts programming for our students, as well as workshops and family events. These types of workshop help support in parents in ways to talk and communicate with students. A translator is present when there is an IEP meeting or whenever a parent has a question. We have taken advantage of the telephone translation services for Parent Teacher Conferences and other parent meetings. Parents are contacted with letters in both English and their native language to update them on their child's progress and test results. Making myself and the administration available before and after school hours to reach out to all our ELL parents in all grade levels helps to keep parents involved on a daily / weekly basis.
5. How do you evaluate the needs of the parents? Evaluating the needs of ELL parents is accomplished through the initial Home Language Identification Survey and Parent Survey. Translating services / materials are used to assist with any language barriers that may prevent us from communicating with parents. The Parent Coordinator has provided several parents who are bilingual to contact parents about events, their child's progress, or to find out if they have any questions or problems that the school can help them with. They work closely with the administration and district based ELL specialists to coordinate school events for ELL parents and ensure information is received in a timely manner. At Riverdale Avenue Community School, we inform parents throughout the year through one-on-one meetings, phone conversations, district presentations, and informational packets to assist our school in evaluating the needs of our parents.
6. How do your parental involvement activities address the needs of the parents? Our parental involvement activities address the needs of the parents by having the Parent Coordinator work closely with the DOE to provide information to parents of ELLs about events and workshops that might be of interest to them. These fliers are provided in the parent's language of choice. We have a Parent Association Committee and an SLT committee. ELL students and their parents are invited to participate.

D. Additional Information

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

As a school, we are aware that we need to offer a bilingual program if there are 15 or more students on one to two grade levels who speak a common language other than English. If we have a drastic increase in our ELL population in the coming years, we will begin to explore that option.

Part VI: LAP Assurances

School Name: Riverdale Avenue Community Sch**School DBN: 23K446**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Meghan Dunn	Principal		10/26/15
Renee Martin	Assistant Principal		10/26/15
Christina Yancey	Parent Coordinator		10/26/15
Yvelle Thornton	ENL/Bilingual Teacher		10/26/15
Camilla Barder	Parent		10/26/15
Keisha Hewitt	Teacher/Subject Area		10/26/15
Melissa Saunders	Teacher/Subject Area		10/26/15
Jacqui Coley	Coach		10/26/15
	Coach		1/1/01
Nicholas Pisani	School Counselor		10/26/15
Mauriciere de Govia	Superintendent		10/26/15
	Borough Field Support Center Staff Member _____		1/1/01
Bridget Nixdorf	Other _____		10/26/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **23K446**

School Name: **Riverdale Avenue Community School**

Superintendent: **Mauri de Govia**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnedoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Riverdale Avenue Community School utilizes the Home Language Identification Survey data in ATS to determine what languages families speak at home and in which languages they wanted to receive information. In addition, during enrollment, PTA meetings, and Curriculum night, the Parent Coordinator and Community Associate surveyed families about their linguistic needs. Our ESL teacher keeps track of the current home language needs of families and works to update this report regularly. This information is obtained from parent responses on the Home Language Identification Survey, information that is communicated to the school on the Emergency Contact Blue Cards, as well as any material that is sent home by the school.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Most of our parents opt to receive their written notices in English though they sometimes prefer their native language to be used for oral communication. For those families who we know would also benefit from written notices in their own native language, we try to accommodate by having important notices in Spanish for them so that there is no miscommunication. Our influx of Yemeni students who speak Arabic at home have opted to receive their information in English but when we have parent-teacher conferences and parent meetings, we always have translators on hand to ensure that the parents can get answers for their questions.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

We usually disseminate school documents in both English and Spanish. Now that we also have Arabic as one of our most prevalent languages, we will make arrangements to also include translations of our documents for those parents as well. Handbooks, calendars, and after-school program information are usually disseminated at the beginning of the school year. Our student curriculum is usually provided and sent home but we go over the curriculum and the progress of the students during parent-teacher conferences. As for the announcements and notices of either Parent-Teacher conferences and NYS testing dates, we disseminate the information and make them available to parents at least a month before the events so that the parents can schedule their appointments and arrange their schedules so that they can make the meetings.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

During the school year, we usually start with a School Open House and Curriculum Night. Then we follow those evenings up with two parent-teacher conferences in November and March. We also contact parents should any issues arise and our guidance counselor also contacts parents with updates on their children's progress. We also see parents when we schedule their students' IEP meetings (whether they be initial, annual or triennial meetings).

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Most of our translation is done in-house by school staff. We are fortunate enough to have staff who are fluent in Spanish, Chinese, French, Haitian-Creole, and Arabic. We provide our parents who speak Arabic with written translations that have been done by the Translation & Interpretation Unit along with some additional information that some of our staff have found from the NYCDOE website as well.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Since most of our translation is done in-house by school staff, this also includes oral communication. We have some well-versed staff who are fluent in Spanish, Chinese, French, Haitian Creole and Arabic who are available for translations, parent-teacher conferences and parent meetings so that our parents can get the answers needed for their questions.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All staff members will be notified of those who speak other languages in our school as most of the translation has been done in-house and will be provided with ways to reach these staff so that all parents are able to communicate with their children's teachers in a clear way so that nothing is misinterpreted or misunderstood.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

We will use the in-house staff who are fluent in Spanish, Chinese, French, Haitian-Creole and Arabic when needed for translation. Should our staff be unable to translate or interpret the necessary documents, we will find either an outside vendor or the Translation & Interpretation Unit for help. A notice is sent home to all families, informing them of the translation options that are available to them.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Based on parent surveys, informational letters, and conversations at parent orientations, we gather feedback about the quality and availabilities about the services provided at our school. Parent Outreach is accomplished through meetings, conferences, and contact made by our parent coordinator. During this Outreach, we ensure our parents have the opportunities to meet other parents that they can contact and with whom they can communicate. This year, our Parent Coordinator will be organizing a parent focus group in order to better serve our families and their needs.