

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**23K668**

**School Name:**

**RIVERDALE AVENUE MIDDLE SCHOOL**

**Principal:**

**KIERSTEN WARD**

## 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 Middle School School Number (DBN): 23K668  
Grades Served: 6-8  
School Address: 76 Riverdale Avenue, Brooklyn, NY 11212  
Phone Number: 718 346-0768 Fax: 718 346 1783  
School Contact Person: Kiersten Ward Email Address: KWard7@schools.nyc.gov  
Principal: Kiersten Ward  
UFT Chapter Leader: Adeola Amory-Spencer  
Parents' Association President: Susan Hackshaw  
SLT Chairperson: Melissa Scott  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Ebony Williams  
Student Representative(s):

**District Information**

District: 23 Superintendent: Mauriciere DeGovia  
Superintendent's Office Address: 1655 St Marks Avenue, Brooklyn, NY 11212  
Superintendent's Email Address: Mdegov@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 St. Brooklyn, NY 11201  
Director's Email Address: Bfitzge2@schools.nyc.gov  
Phone Number:  Fax:

## 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)
Kiersten Ward	*Principal or Designee	
Adeola Amory-Spencer	*UFT Chapter Leader or Designee	
Susan Hackshaw	*PA/PTA President or Designated Co-President	
Michelle Kirkland	DC 37 Representative (staff), if applicable	
Ebony Williams	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Talisha Ammonds	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kiana Astacio	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Emberli Edwards	CBO Representative, if applicable	
	Member/ Parent	
Nicole Norwood	Member/Parent	
Rolene Lashley	Member/ Parent	
Denise Isaacs	Member/ Parent	
Dianne Crewe-Shaw	Member/ Teacher	
Erin Bannon	Member/ Teacher	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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.

Mission Statement: Riverdale Avenue Middle School provides a rigorous and individualized education that prepares all students to be 21<sup>st</sup> century thinkers. Our students receive a standards-based school experience that promotes our core values of Resilience, Altruism, Academic Mastery and Self-Discipline. We provide strong structures to support and educate the whole student. Curriculum is individualized for students to meet diverse needs and address personal talents, strengths and preferences. Students explore and learn in a culture of high expectations where teachers, administrators, parents and community partners collaborate to ensure the success of each individual student.

RAMS is in its third year and will be at full capacity next year. We are a small staff of eight full-time teachers and intend to grow to 11 teachers next year. Each structure, system, partnership and initiative that is put into place at RAMS is purposeful in meeting the needs of our teachers, students and families. Having the opportunity to grow with a small number of students gives us the unique advantage to individualize the way that we approach educating 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders. At RAMS we believe in the importance of educating and supporting the whole child with intensive social and emotional structures built into our everyday routine to meet the diverse needs of our students and families. Home visits, mental health service referrals, at-risk counseling, mentoring partnerships and collaborative contacts with community agencies are all utilized to improve student lives so that they can be focused and present in school and make learning their number one priority.

At RAMS we have Enrichment Clusters (based on the School wide Enrichment Model) that meet for two periods each Friday afternoon. These Clusters are created by teachers and selected by students three times per year using surveys. Students are able to participate in culinary classes, dance classes, CSI investigations, animation and filmmaking. The curriculum is student-driven and works toward an end-product that is shared with the whole school during our Enrichment Cluster showcases.

At RAMS each day begins with Advisory. All of our teachers are advisors and work from a curriculum that is created to meet student emotional and social needs for forty-five minutes each morning. Each month 6<sup>th</sup> and 7<sup>th</sup> grade students participate in a challenge/ competition and also engage in routines including student-led meeting and independent reading each week. Past competitions have included door decorations, creation of snowmen for our Winter Formal and our current balloon car challenge. Our Advisory team hosts a monthly PD to introduce the upcoming month's themes and activities, modeling some for the staff. Surveys are given to advisors to gauge the effectiveness and engagement in Advisory as well as student focus groups who meet with Advisory consultants to explain what has worked well and what should happen in future months.

Saturday School and after-school tutoring options are available for students who need the additional practice and support in meeting objectives and demonstrating mastery. Cambridge Education hosts our daily tutoring sessions four times per week for both 6<sup>th</sup> and 7<sup>th</sup> graders. Tutors talk with content teachers to define and modify their scope and sequence, focusing on skills that have been difficult for students to master during the regular school day. Cambridge generates data reports weekly for administration and teachers to look at during data team to identify student progress.

In reference to the Framework for great Schools, we made significant progress last year in increasing the support from families and the surrounding community for our students by hosting a Parent University and providing our families with workshops each month that were selected via survey at the start of the year. Student achievement is always central in our work collaborating with one another to find the best methods and most engaging strategies to enable student

progress. This year we are working with Learning Partners Plus to further our ability to do intervisitations and bring best practices back to RAMS.

## 23K668 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07	Total Enrollment	87	SIG Recipient	YES
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	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	10	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	6	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	169.4%	% Attendance Rate			93.9%
% Free Lunch	91.8%	% Reduced Lunch			8.2%
% Limited English Proficient	4.1%	% Students with Disabilities			26.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	2.0%	% Black or African American			85.7%
% Hispanic or Latino	10.2%	% Asian or Native Hawaiian/Pacific Islander			2.0%
% White	N/A	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.34	# 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)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			4.5
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	7.0%	Mathematics Performance at levels 3 & 4			14.3%
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		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
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 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				
<b>Accountability Status – High Schools</b>					
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.

During our spring retreat, staff identified high student interaction and engagement as a priority area for our school to improve in. Cambridge Associates observed teachers in action and identified the need to improve student engagement by differentiating instruction and allowing for greater opportunities for student discourse.

Our Staff believes that students learn best when they are a part of their own learning and have choice and voice in the classroom. Thus, this past year, we embedded certain practices in each classroom so that students have a clear context for learning, including why it is important. There are timed agendas, opportunities for students to work together, and focus questions that enable student discussion and opportunities to learn from one another.

Our Generation Ready coach worked with teachers on developing higher level questioning techniques in order to engage students in conversation and thinking. He also has modeled for teachers the use of Socratic Seminar and Accountable Talk strategies to develop their pedagogy. This year we also experimented with different curricula – Metamorphosis units as well as Teachers College Reading and Writing – as a way to differentiate curricula. Families will be engaged in how to help their child at home through our family workshops with CCLS and what concrete strategies they can put into place to ensure students are able to access more complex and rigorous material in the classroom. We are also partnering with Power My Learning to make sure that each child and family has a computer loaded with educational software to practice at home with.

### 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, the percentage of teachers receiving effective or highly effective in Domain 3C during informal and formal principal observations will increase by 10% as evidenced by informal and formal observations.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Implementation of Teachers College Reading and Writing curriculum with a focus on student choice of topic and reading material.</p>	<p>Whole School</p>	<p>9/7/2015 – 6/24/2016</p>	<p>TC Staff developer</p>
<p>Monthly training of teachers by Teachers College staff developers.</p>	<p>Whole School</p>	<p>9/7/2015 – 6/24/2016</p>	<p>TC Staff Developer</p>
<p>Implementation of Metamorphosis Math as a supplementary curriculum focused on student discourse and diverse problem solving structures with training for teachers by Metamorphosis staff.</p>	<p>Whole School</p>	<p>9/7/2015 – 6/24/2016</p>	<p>Metamorphosis Staff Developer</p>
<p>Continued implementation of structures such as Socratic seminar to increase student discourse and accountability. Family workshops will also be conducted on Common Core and also specific content areas to engage families and promote rigorous instruction.</p>	<p>Whole School</p>	<p>9/7/2015 – 6/24/2016</p>	<p>Generation ready Consultant and teacher leaders</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Monday and Tuesday afternoon PDs for teachers; purchase of leveled libraries; off-site PD at Teachers College; Generation Ready coach</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant	X	SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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.</p>
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Formal and informal observations of teachers; feedback from Generation Ready and Teachers College coaches. PD days outside of school as well as teacher-led study groups.

**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.

RAMS is located in one of the neediest communities in Brooklyn. 97% of our students come from families living below the poverty line. We recognize the need to provide social and emotional structures well beyond those of the typical middle school. Since our inception, we have worked with Partnership with Children to support us in this difficult area. Last year we established new interventions that we want to strengthen and grow as we add a new 8<sup>th</sup> grade.

The purposes of our Lunch Club activities are manifold:

- **The Newspaper Group** creates an effective small group setting where children who need additional social emotional support can be nurtured and encouraged to grow as well as build their literacy skills and interests; it encourages teamwork and interdependence, and fosters entire school community; and it promotes school-wide recognition (in its articles) of student academic accomplishment and extra-curricular involvement.
- **Boys and Girls Groups** focus on building positive peer relationships, encourages positive leadership and communication, and overall self-awareness.
- **Peer Mediation** trains mediators to peacefully resolve interpersonal conflicts which occur in the school. The program engages students in the promotion of positive relationships among the entire student body
- **Student Council/School Store** allows elected students to develop leadership skills, promote school spirit, provide a forum for student voice, and implement a RAMS school store where fellow students may purchase school related items with RAMS Bucks given out by teachers to students who earn the reward.

### 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 number of school-wide incidents reported in OORS will decrease by 5% as a result of Lunch Time social and emotional interventions.

### Part 3 – Action Plan

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Student Council	6-8 graders	Sept-June	Partnership with Children, principal
Girls Group and Boys Group	At risk 6-8 graders	Sept-June	Partnership with Children, principal
Peer Mediation training of students	6-8 graders	Sept-June	Partnership with Children, principal
Newspaper group	6-8 graders	Sept-June	Partnership with Children, principal

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
SIG funds to support Partnership with Children in addition to title 1 funds to support our part-time guidance counselor. PWC provides us with 2 social workers and 3 interns each year to work with your students and families.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant	X	SIG/SIF		PTA Funded		In Kind	X	Other

#### **Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
<u>The number of behavioral infractions is reviewed monthly to determine whether participation in Lunch groups is meeting the goal of decreasing incidents and interpersonal conflicts in the school.</u>
<b>Part 5b.</b> In <b>February 2016</b> , 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.

The majority of our students perform far below grade level. Last year we made significant progress in raising student proficiency in both ELA and Math (average 12% growth). As evidenced in our School Quality Report, students in the lowest third made progress in both ELA and Math last year as well as our students with disabilities. This year we will broaden our academic interventions to include those students who are closest to achieving proficiency as well as those who are struggling to approach and meet standards.

**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.

By June 2016, student proficiency in both ELA and Mathematics will improve by 5% as evidenced by the 2015-16 Math and ELA State assessments and school-wide benchmark assessments.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Establish vertical Math and ELA teams to review curriculum to ensure continuity of skills development.</p>	<p>Content area teachers</p>	<p>9/7/2015 – 6/24/2016</p>	<p>Departmental lead teachers</p>

Provide training to ELA and Math Teams in analysis of student work to identify skill strengths and weaknesses in order to revise curriculum and plan for AIS interventions.	ELA and Math teachers	9/7/2015-6/24/2016	Partnership with Andrew Gallagher and administration
Support Math team with Professional Development from Generation Ready and Metamorphosis coaches. This is done through weekly meetings and also immediate feedback. time is also spent planning and revising units to best meet student needs and also push them.	Math team including special education teachers	9/7/2015 – 6/24/2016	Administration, lead teachers, BFSC instructional team, metamorphosis consultant and Generation Ready consultant
Support ELA team with Professional Development from Generation Ready and Teachers College coaches. This is done through weekly meetings and also immediate feedback. time is also spent planning and revising units to best meet student needs and also push them.	ELA team including special education teachers	9/7/2015 – 6/24/2016	Administration, lead teachers, TC consultant, generation Ready consultant and BFSC instructional team.

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
SIG funding is being used to pay for TC, Metamorphosis, and Generation Ready coaches. Common meeting time will be provided to all vertical teams. Schedule allocates time for daily AIS intervention for students in Math and ELA.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant	X	SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
Teachers meet once per week to develop mastery trackers, analyze data from whole school common assessments (SchoolNet, NYCPT and NYReady). Student progress will be monitored regularly using these tools during weekly data meetings. Students will also be benchmarked every six weeks to determine if progress has been made and whether current interventions are working.
<b>Part 5b.</b> In <b>February 2016</b> , 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**

- 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.

Currently teachers at RAMS have been focusing on the 8 components that are rated in teacher evaluations from the Danielson framework and we have engaged in lesson studies and also protocols to observe one another and identify areas and ways to improve. We have found through analysis of year-end ratings, that intellectual challenge and student engagement can be improved, school-wide. Moving forward we will continue to focus on components of the Danielson Framework that best align to improving the intellectual engagement of students inside the classroom (see below). We are partnering with a technology based organization (CFY) this year to implement blended learning into our classrooms to improve engagement and also provide teachers with resources and strategies to act as facilitator in the classroom.

#### **FOCUS: Student Intellectual Engagement**

To what extent are students intellectually engaged in a classroom of high intellectual energy? What is the nature of what students are doing? Are they being challenged to think and make connections though both the instructional activities and the questions explored? Do the teacher’s explanations of content correctly model academic language and invite intellectual work by students? Are students asked to explain their thinking, constructing logical arguments citing evidence, and to question the thinking of others? Are the instructional strategies used by the teacher suitable to the discipline, and to what extent do they promote student agency in the learning of challenging content?

#### **Danielson Alignment:**

- 1e-Design of Instruction
- 2b- Importance of the Content
- 3a- Explanation of Content: their rigor and invitations for thinking
- 3d- Quality of questions/ discussions, student discourse
- 3c- Intellectual Challenge

#### **Sources of Evidence:**

- Planning Documents, Observations (the nature of work that students are doing, the quality of teacher presentations of content, the nature of student discourse and class discussion) and samples of student work.

### **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–Effective School Leadership. 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, each teacher will have been provided with individual support in an area determined collaboratively with the principal, that will lead to a minimum of one level of improvement, on the Danielson Framework.

**Part 3 – Action Plan**

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Individual meeting with Principal in September to identify area of need for teacher.	All teachers	Sept. - June	Principal  Teachers
Teacher provides a plan/timeline for next steps to be shared with principal. 3 additional meetings scheduled to monitor progress.	All teachers	Sept. - June	Principal  Teachers
Principal provides professional development through TC, Metamorphosis, Gen Ready, CFY and Cambridge to support growth towards goals.	All teachers	Sept. - June	Principal  Coaches
Principal regularly conducts formal and informal observations of teacher practice.	All teachers	Sept. - June	Principal

**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.

SIG funds for hiring of coaches.

Per session coverage for PD

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

X	Tax Levy	Title I SWP	Title I TA	Title II, Part A	Title III, Part A	Title III, Immigrant
	C4E	21 <sup>st</sup> Century Grant	X	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.

Regular formal and informal observations conducted by principal.

Feedback from coaches as well as resources to help support growth within the classroom.

**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

- 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.

When we opened in 2013, parent and family involvement was very low and percentages of participation from the phase-out school were 5% and under. There was no functional PTA and no parents on the School leadership team that attended regular meetings. We designed a program to increase parents and family to give parents voice and offer opportunities for them to learn and be active participants in their child’s experience in school. This past year, Parent University was opened at RAMS. We offered 9 monthly workshops to parents and families based on surveys that had been filled-out the previous year by parents. Workshops included Common core Learning Standards breakdown and how to support learning at home, eating healthy on a budget, sexuality and adolescents, developmental milestones for adolescents, gang awareness and anti-bullying and technology in the home. Overall we had 21% attendance at these workshops. Participants were offered credits for attending and those who accrued 24 or more are graduation in the spring of 2015. We have 18 parents graduating this year out of 84 and our goal is to increase this to a minimum of thirty graduates next 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–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–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the number of parents participating in Parent University will increase a minimum of 10% compared to attendance at events in 2014-15.

### Part 3 – Action Plan

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Video-tape each Parent Academy session for parents to view on-line.	Parents	Oct.-June	Parent Coordinator Principal
Increase parent outreach through fliers, phone calls, and Partnership home visits.	Parents	Oct.-June	Parent Coordinator Principal
Offer Parent Academy sessions at different times of the day	Parents	Oct.-June	Parent Coordinator Principal
Increase student participation in planning and delivering information during Parent Academy to encourage parents to come .	Parents and students	Oct.-June	Parent Coordinator Principal

**Part 4 – Budget and Resource Alignment**

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

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
<u>After each PU session, attendance will be compared to previous events and credits will be awarded to families. Outreach from Partnership with Children and our Parent Coordinator (telephone, mailings and home visits) will be</u>

used to guarantee an increase in the participants for the next month. Our PC meets three times per month with PWC and administration to check-in with future events and identify improvements that can be made moving forward.

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

**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Data analysis of School Net and NYS baseline and benchmark tests, running records and NY ready ELA , teacher observation, CARE team referral	Cambridge tutoring,  Small group pull-out	One on one and Small group (no more than 9)	During the school day and after school
<b>Mathematics</b>	Data analysis of School Net and NYS baseline and benchmark tests, NY ready Math , teacher observation, CARE team referral	Cambridge tutoring,  Small group pull-out	One on one and Small group (no more than 9)	During the school day and after school
<b>Science</b>	Mastery tracker, check-ins, monthly progress reports	Revision activities, repeated readings, lunch groups for additional assistance and reinforcement	Individual and small group	During the school day and after school
<b>Social Studies</b>	Mastery tracker, check-ins, monthly progress reports	Revision activities, repeated readings, lunch groups for additional assistance and reinforcement	Individual and small group	During the school day and after school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	At-risk guidance sessions, Partnership with Children groups and individual sessions.	Girls group, Boys group, peer mediation, lunch time groups	Individual and small group	During the school day and 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teachers will participate in the hiring process for next year and candidates will meet with current students as well. RAMS will participate in various city and TC recruitment fairs to attract candidates as well. RAMS teachers must be content specialists and multiple licenses allow teachers to teach in a variety of settings which is necessary in a small school setting. Teachers also participated in the 18D process because we are a new school in our 3 <sup>rd</sup> year. We have a hiring committee consisting of school staff, UFT representative and CBO representatives. The Network also assists and recommends highly qualified candidates.

#### 2b. High Quality and Ongoing Professional Development

Describe the 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).
Data from the previous school year is used, in addition to initial meetings with content specific consultants, to generate departmental, grade team and individual goals for teachers. These are used to modify PD throughout the year to best meet the needs of teachers and staff. Monthly PD calendars are emailed out to staff and reflect resources available, school and outside support as well as opportunities for leadership.

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

**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.
Each week our data teams sit to look at students work, align benchmark assessments to current scope and sequence, and make curricular adjustments to existing unit plans based on the data from recent benchmark assessments. We have a data consultant with us for the 2015-16 school-year to assist in getting benchmark data into templates that are easy to read and analyze by skill and standard. Generation ready and Cambridge also use data in conversations with teachers to assist in making connections between curriculum, instruction and assessment. An assessment calendar is released at the beginning of the school year to outline the times for our ELA and Math benchmarks as well as the weekly meetings to analyze and amend curriculum to best meet student needs.

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

<b>Directions:</b> 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 codes <sup>1</sup> . 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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u> <sup>2</sup> . <b>On the chart below</b> , 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	113,525.00	X	9-20

Title II, Part A	Federal	0	N/A	
Title III, Part A	Federal	0	N/A	
Title III, Immigrant	Federal	0	N/A	
Tax Levy (FSF)	Local	1,083,793.00	X	9-20

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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.

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#### **Parent Involvement Policy (PIP) Template**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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) Template**

Riverdale Avenue Middle School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 1<sup>st</sup> 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 <b>23</b>	Borough <b>Brooklyn</b>	School Number <b>668</b>
School Name <b>Riverdale Avenue Middle School</b>		

### 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 <b>Kiersten Ward</b>	Assistant Principal
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Yvette Thornton</b>	School Counselor <b>Nicholas Pisani</b>
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator <b>Veda Dorsey</b>
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent <b>Mauriciere de Govia</b>	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)	83	Total number of ELLs	7	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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				
<b>All ELLs</b>	7	<b>Newcomers</b> (ELLs receiving service 0-3 years)	2	<b>ELL Students with Disabilities</b>
<b>SIFE</b>	1	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	5	<b>Long-Term</b> (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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	2			5						0
<b>Total</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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								2						0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									1					0
Haitian														0
French						1								0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	1	4					0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)							1							0
<b>Emerging</b> (Low Intermediate)								2						0
<b>Transitioning</b> (High Intermediate)								1						0
<b>Expanding</b> (Advanced)							2	1	1					0
<b>Commanding</b> (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 AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														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	1				0
7	2	1			0
8	1				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	1								0
7	2		1						0
8	1								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.  
**MS 668 uses TCRWP to assess our students' early literacy skills. Information from this assessment allows us to evaluate fluency, comprehension, decoding strategies, and word attack skills. This data is used to assign a student their reading level, and to determine next steps that the teacher must take to move each child forward. This data is also used for grouping students for our extended day program.**
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
**We are starting year 3 in the fall of 2015. Based on their NYSESLAT results, our students are strongest at listening and speaking. Reading and writing are two modalities that are areas of greater difficulty for our students. In writing, scores range from... In reading the majority of scores were in the ... range.**
- 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 will target those specific skills. With the support of our ESL teacher, content area teachers will be provided with strategies for addressing the reading/writing/speaking and listening needs of our two ELL students.**
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?
    - Currently, all of our assessments, except for the Spanish LAB, are given in English.

**b/c. We administer the ELL periodic assessments in the fall and the spring. We utilize the data to figure out the best way to give mandated ELL services. We have noticed that our students require a flexible ELL service model that allows for the ESL teacher to push into**

classes as well as pull out students in the morning. Our students require one-on-one support to complete writing performance tasks in class and test data shows challenges in supporting main ideas with relevant and ket details and also identifying and understanding what the question is asking.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs.*]

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

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

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

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

6. How do you make sure that a student's new language development is considered in instructional decisions?  
When a newcomer enrolls in our school, their family will complete the Home Language Identification Survey and a teacher will conduct an informal interview with in both English, and if they are from a Spanish speaking country, in their native language. This first conversation enables us to determine their primary language and their fluency in both languages. For those Spanish speaking students, we look at Spanish Lab-R results to see the students' language abilities in their native language.

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

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - 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).  
Our ESL studnets have not performed at high levels in the ELA test and we are currently giving them additional practice in tests taking strategies and increasing reading stamina during Saturday school sessions and after-school tutoring.

## Part IV: ELL Identification Process

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

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 Middle School will begin with our pupil accounting secretary notifying our ESL teacher that a new student is enrolling. Jennifer Dewing greets the new student and the family and has the parent complete the Home Language Identification Survey (HLIS) in their native language. The ESL teacher informally interviews the child to determine whether their primary language is English. Our Spanish speaking Dean, Mr. Jungblut, assists if the child is a Spanish speaker. If the HLIS survey and the oral interview indicate that the student needs to be evaluated for ELL services, our certified ESL teacher administers the 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. Ward, Mrs. O’Connor, Ms. Dewing 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 or ESL teacher and then they fill out the survey with the three choices. This is all done within the first 20 days after their child has been enrolled. If a parent fails to come to the assigned meeting, the parent coordinator and/or classroom teacher contacts the parent to ensure that they come to the school and know their options.

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

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 Middle 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 / answer any and all questions parents may have. After this orientation, parents are given a survey that asks them to rank their preferred service model on a scale of 1 - 3. Each survey is completed and signed by the the parents by the end of the Orientation meeting. This process ensures the understanding and completion of all ELL students Survey forms and each Parents Choice of an ESL Program for their child(ren). The surveys are stored in the child's cumulative file with an additional copy stored in the ESL teacher's compliance binder.

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 Middle School will be annually evaluated using the NYSESLAT and administered by the ESL teacher. This exam assesses the four major modalities - Speaking, Listening, Reading, and Writing in English to every ELL student in Riverdale Avenue Middle School. This assessment provides the teachers, parents, administrators, and students a score and data that reflects each students' level and understanding of the English language. The Speaking portion of the NYSESLAT is administered individually in mid-April through mid-May each year. 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 ELL's 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 15<sup>th</sup> 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).

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

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction 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]).
  - a. Freestanding ENL program.  
We have a departmentalized schedule so we will use two organizational models for providing ESL services because we do not want our students to miss instruction in the content area. Therefore, our primary form of ESL instruction is focused on push-in during the ELA blocks. However, depending on student need, children will occasionally be provided with pull out services. Our ESL teacher has begun to pull students during Advisory three times per week in addition to push-in and other pull-out for beginners. Classes travel together as a group in a block. Classes are heterogeneously grouped. We have two ICT, two general education and one self contained bridge class.
  - b. TBE program. *If applicable.*  
N/A
  - c. 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)?  
At this time, our ESL teacher provides 180 minutes per week to our ESL students. This time will be delivered while the children are in the ELA block and also pull-out during afternoon classes. ESL students also receive three morning sessions during advisory class for 45 minutes each.
3. Describe how 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.  
Much of the work at RAMS is presented through the mini-lesson model. Teachers provide 10-15 minute lessons, and then students work on assignments in groups and in pairs. In order to foster comprehension and language development, trips and fieldwork play an integral role in our instruction. Teachers utilize videos, lab work, research on computer and in books to support their instruction. Teachers plan instructional units based on the Common Core Learning Standards.
4. How do you ensure that ELLs are appropriately evaluated in their 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.  
  
All evaluations are currently conducted in English. However, we have ordered State Exams in other languages should the need arise.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ESL teacher conducts periodic informal assessments to determine student growth in the four modalities of English acquisition.

6. How do you differentiate instruction for 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 are no SIFE students enrolled in our ESL Program. But if we should have any SIFE students in the future or students eligible for ELA testing we would work to assess each student to determine their individual needs. Our plan is to fully invest in student needs through intervention measures, After-School Programs and to utilize data to drive instruction for our ELL students.
  - 6b. Within our ESL Program model newcomer students receive differentiated instruction by providing materials at varied ability, interest levels as well as their individual learning style. Reading materials that address content and delivered along with daily scaffolds and levels are some ways to differentiate instruction. Providing lessons at varying levels of complexity or at different paces are other ways we offer newcomers ELL students differentiated instruction. It is also critical that newcomers receive not only a large variety of age level appropriate materials, but plenty of visual and kinesthetic opportunities to supplement instruction. 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, we have no long-term ELLs. For future students we will continue to provide support in all four modalities: Listening, Speaking, Reading, and Writing. Differentiated instruction allows LTE students to have some choice in how they demonstrate what they have learned.
  - 6e. Our former ELLs will receive the same testing modifications as our ELL students. 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?

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

Chart schedule to Push-In to a classroom to support a students' needs. I.C.T., and general education classrooms were created in our school to support all students and their special needs. Educational Assistants (Paras) are provided if mandated by the students IEP. Our curriculum allows students the opportunity to access skills at a variety of different levels, supporting their overall development. The flexible nature of these groups acknowledges the times when students make progress and continue to move and push them to greater proficiency. This allows us to support ELLs in their least restrictive environment. In addition, the use of leveled libraries, small group instruction (inside and outside the classroom), the use of multiple modalities, and daily opportunities for listening and speaking allow ELLs to read and write at their individual instructional level. Grouping students based on ability, creating Cooperative Learning Groups, and scaffolding instruction are other ways in which we will meet the diverse needs of our ELL-SWD's within the least restrictive environment.

### 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 <i>per week</i> (360 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/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.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 <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

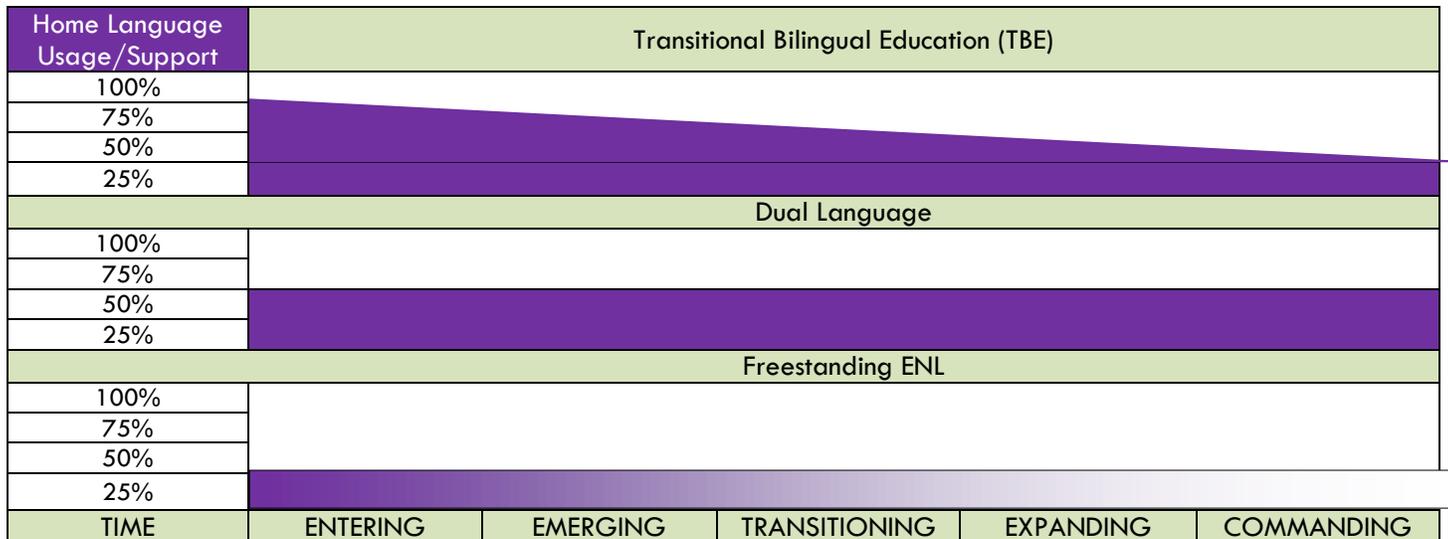


\*Note: “other approved services” does not apply to New York City at this time.

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. The ESL teacher will provide targeted intervention service to students during ELA. In Math, Science and Social Studies, students primarily work in small groups or partnerships. We have co-teaching models utilized in several of our Math classes. We utilize the inquiry model, using essential questions to guide our students' learning. Each student participates in the Advisory Program every day and goes on an Advisory or Enrichment trip every month. Struggling students are placed in our Extended Day program.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
All of our students will be evaluated in the following ways: through pre and post unit assessments, through 3x a year TCRWP assessment, and through ESL assessments provided by the ESL teacher. State wide assessments such as NYSESLAT, ELA, Math and Science state assessments will also allow us to measure the effectiveness of our ESL instruction.
12. What new programs or improvements will be considered for the upcoming school year?  
Before we try new programs or improvements, we will consider how the students already are progressing through the current programs we are using.
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 several clubs including wrestling, cheerleading, arts, theater, dance, etc. that are available to all students.
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 ELLs include Individual laptops and videos. Leveled books are available and used to support ELLs. Reading materials in different genres, non-fiction texts and vocabulary building dictionaries are used in content areas.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Students who are more comfortable writing in their native language are encouraged to do so. Books in various languages are part of every classroom library.
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.
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 Middle School that are provided for newly enrolled ELL students would include a tour of the school building and grounds as well as the student's mainstream and ELL classrooms. Meeting with the classroom teacher prior to school starting, and ensuring that the student will have a "buddy" to help him/her transition to their new school. Also, making time for the Administration to meet the child so they are aware of each new ELL student and help them feel welcome. Through the collaboration of teachers, cluster teachers, and the Administration a schedule is submitted for approval containing the required instructional minutes for all our ELL's as per the CR Part 154. English Language Learners receive between 180 and 360 minutes every week depending on their levels as determined by the NYSITELL or the NYSESLAT. ELL students whose Proficiency level is identified as a Beginner or Intermediate level are scheduled to receive 360 minutes per week. Advanced ELL students receive 180 instructional minutes per week. The ESL teacher immediately inputs the student into the schedule for the appropriate minutes per week. The ESL teacher works in collaboration with the classroom teachers, the Children First Network (Cluster 1), and the administration to ensure that all of our ELLs (newcomers, long-term, and those with special needs) receive their mandated ESL minutes per week.
19. What language electives are offered to ELLs?  
We will offer a Spanish this year during our after school program.
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. The office staff works with the ESL teacher in order to develop a welcoming atmosphere for all families. Staff attended network offered UDL training, during the summer, and have continued throughout the school year, in order to better plan and prepare lessons for all students.

Everyone at Riverdale Avenue Middle School supports all our ELL students. The administration, Paras, Guidance Counselor and Special and Regular Education teachers involve themselves in network professional development seminars as well as PD options through DELLSS to complete the 7.5 hours of ELL training as per Jose P. We attend 6 network meetings that focus on methodologies and training on topics such as differentiated strategies and academic language development. In addition, our certified ESL teacher will be providing ongoing professional development on how to support ELLs in the mainstream classroom as well as turnkey information at Inquiry meetings and Common Planning groups. At every meeting an Agenda and sign in sheet is available for all those who attend.
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 through the Child First Network 102. We also 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.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

In the upcoming year, we are going to be a fully functional 6-8 school. Therefore, we will encourage parents and students to attend high school visits, inform all parents about high school fairs, and have our guidance staff take families to schools during the school day. We have currently planned visits to NYC college campuses so that students understand what their futures will hold and understand the steps needed for higher education.
4. 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 the school from the beginning of the school year when they attend our orientation meeting and are offered the different options available for ELL services. Throughout the year the staff communicates with ELL parents in their native language through informational packets and home mailings. A translator is present when there is an IEP meeting or whenever a parent has a question. We have taken advantage of the telephone translation services for Parent Teacher Conferences and other parent meetings. Parent Teacher Conferences (2x a year); extended day goals for students (3x a year) Aris parent website. The Riverdale Avenue Middle School promotes workshops for parents on the common core State Standards as well.

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 encourage parents to become helpers with their children's learning. We launched our first Parent University this past year that was very successful. It is a way that our school could foster and build a relationship with the parents that allows for the parents to learn about the curriculum being taught to the students and how to assist the children with content they may not be familiar with.

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 discuss issues and school events. This allows for our parents to work together and speak to issues that may only relate to their children. This also allows for parents to foster better relationships with our teachers so that we can promote student progress and figure out the best ways to ensure student success.
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 and services to ELL parents. Partnership with Children provides counseling for students and parents. They also facilitate parent interactions with other CBOs. These types of workshops help support parents in ways to talk and communicate with students. A translator is present when there is an IEP meeting or whenever a parent has a question. We have taken advantage of the telephone translation services for Parent Teacher Conferences and other parent meetings. Parents are contacted with letters in both English and their native language to update them on their child's progress and test results.
5. How do you evaluate the needs of the parents? Evaluating the needs of ELL parents is accomplished through the initial Home Language Survey and Parent Survey. Translating services / materials are used to assist with any language barriers that may prevent us from communicating with parents. The Parent Coordinator has provided several parents who are bilingual to contact parents about events, their child's progress, or to find out if they have any questions or problems that the school can help them with. They work closely with the administration and district based ELL specialists to coordinate school events for ELL parents and ensure information is received in a timely manner. At Riverdale Avenue Middle School, we inform parents throughout the year through one-on-one meetings, phone conversations, district presentations, and informational packets to assist our school in evaluating the needs of our parents.
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: _		School DBN: _	
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)
Kiersten Ward	Principal		1/1/01
	Assistant Principal		1/1/01
Veda Dorsey	Parent Coordinator		1/1/01
Jennifer Dewing	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Melissa O'Connor, SPED	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Benjamin Halioua	School Counselor		1/1/01
Mauriciere de Govia	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Margery Cooper	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

***Requirement under Chancellor's Regulations – for all schools***

DBN: **23K663**  
**Govia**

School Name: **Riverdale Avenue Middle School**

Superintendent: **Mauri de**

**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.learndoe.org/tiu/lac](http://www.learndoe.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.

At Riverdale Avenue Middle School, the Home Language Identification Survey (HLIS) data in ATS is used to determine which families speak at home and in which languages they prefer to receive information. In addition, during enrollment, at Parent Curriculum night, the Parent Coordinator and the Community Associate survey families regarding their linguistic needs. The Parent Coordinator keeps track of the current home language needs of families and works to update this report regularly. This information is used to provide parent responses on the HLIS form and information from the Emergency Contact Blue Cards.

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.

Home languages indicated on the HLIS form are Arabic, French, Haitian-Creole, Spanish. Most parents have indicated that communication in English is preferred, but would like to have oral communications in their home languages. In our attendance, we have open communication, formal written communication is provided in both English and the Home Language. Translation services are provided at school events and parent-teacher conferences.

## 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.)

Handbooks, calendars, and after-school program information are typically disseminated at the beginning of the school year. The student curriculum is sent home and reviewed during parent-teacher conferences. Notices of Parent-Teacher conferences and after-school program information are made available to parents at least a month before the events so that the parents can schedule their appointments and adjust their schedules to 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, there is a School Open House and Curriculum Night. Those evenings are followed up by two parent-teacher conferences in November and March. We also contact parents should any issues arise, and our guidance counselor and attendance teacher provide updates on their children's progress. We also see parents when we schedule their students' IEP meetings (whether 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.

We attempt to do the majority of our translation in-house by school staff. When we are unable to, we provide parents with translations done by the Translation & Interpretation Unit along with some additional information that some of our staff provide on 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.

Teacher-to-parent contact, outside of in-house staff support, is completed via the Translation and Interpretation Unit's translation services. School events which require a translator, RAMS hires the preferred external vendor recommended by the Translation and Interpretation Unit.

## 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.)

Staff is notified of which members speak multiple languages and which languages they can be used as a resource for. The teacher has instructed staff on how to use the over-the-phone interpretation services. Each member was provided with

## 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 attempt to do the majority of our translation in-house by school staff. When we are unable to, we provide parents with services by the Translation & Interpretation Unit.

## 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)

Mechanism that our school uses to gather feedback about quality and services provided are through parent surveys, interviews, and conversations at parent orientation. Parent Outreach is accomplished through meetings, conferences, and contact with a parent coordinator. During this Outreach, we ensure that our parents have opportunities to meet other parents to build community.