

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

10X141

School Name:

**RIVERDALE / KINGSBRIDGE ACADEMY (MIDDLE SCHOOL / HIGH SCHOOL
141)**

Principal:

LORI O'MARA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: David A Stein Riverdale Kingsbridge Academy MS/HS 141 School Number (DBN): 10x141

Grades Served: 6-12

School Address: 660 W. 237th St, Bronx, NY 10463

Phone Number: 718-796-8516 Fax: 718-796-8657

School Contact Person: Lori O'Mara Email Address: Lomara@schools.nyc.gov

Principal: Lori O'Mara

UFT Chapter Leader: Michael Flanagan

Parents' Association President: Amy Carr

SLT Chairperson: Kathleen Fadda

Title I Parent Representative (or Parent Advisory Council Chairperson): Alan Merenstein

Student Representative(s): Jazmine Collins
Mehroj Aslov

District Information

District: 10 Superintendent: Melodie Mashel

Superintendent's Office Address: 1 Fordham Plaza, Bronx, NY

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

Phone Number: 718-741-5852 Fax: 718-741-7098

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz

Director's Office Address: 1 Fordham Pl

Director's Email Address: JRuiz2@schools.nyc.gov

Phone Number: 718-828-7776 Fax: 718 741 7098

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) |
|-----------------------|---|-------------------------|
| Lori O’Mara | *Principal or Designee | |
| Michael Flanagan | *UFT Chapter Leader or Designee | |
| Amy Carr | *PA/PTA President or Designated Co-President | |
| Roxanne Vrettos | DC 37 Representative (staff), if applicable | |
| Alan Merenstein | Title I Parent Representative (or Parent Advisory Council Chairperson) | |
| Meroj Asladdin | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| Jazmine Collins | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| Kathy Gilson | CBO Representative, if applicable | |
| Aida Cintron | Member/ PA | |
| Claire Johnson Hurry | Member/ PA | |
| KKelly Erickson Jorge | Member/ PA | |
| Nelson Uwague | Member/ PA | |
| Loretta Bellom | Member/ UFT | |
| Michael Hirsh | Member/ UFT | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|---------------|--|-------------------------|
| Marcela Quehl | Member/ UFT | |
| | Member/ | |

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

| The Six Elements of the Framework for Great Schools |
|---|
| Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Our Mission Statement:

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

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

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

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

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

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

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

As a MS/HS which spans 7 years of adolescent growth, our guidance department offers extensive services. We have guidance counselors dedicated to academic programming which ensures that students receive the most rigorous program

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

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

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

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

One area where we made impressive gains last year was in the creating a structure for teacher collaboration. Our PD plan included time for teachers to meet in teams and apply the Tuning Protocol to look at student work. It was enlightening for teachers but also it reminded us that we need more time for best practice sharing which is where we are going with PD this upcoming year.

Another area of success was the implementation of our PBIS program called Tiger Pride. It is a token economy rewarding the students who display positive character traits such as Punctuality, Respect, Independence, Determination and Enthusiasm. We held 8 successful redemption events with over 100 students in attendance at each one. In addition, student suspensions were decreased by 50%.

In the upcoming school year we will be looking closely at the Rigorous Instruction part of the Framework, specifically around the use of rubrics for both formative and final assessment. This comes along with a general push to help our students become more organized and aware of expectations.

10X141 School Information Sheet

| School Configuration (2014-15) | | | | |
|---|----------------------------------|---|------|---|
| Grade Configuration | 06,07, 08,09, 10,11, 12 | Total Enrollment | 1387 | SIG Recipient |
| Types and Number of English Language Learner Classes (2014-15) | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language |
| Types and Number of Special Education Classes (2014-15) | | | | |
| # Special Classes | 49 | # SETSS | 34 | # Integrated Collaborative Teaching |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | 21 | # Music | 15 | # Drama |
| # Foreign Language | 33 | # Dance | N/A | # CTE |
| School Composition (2013-14) | | | | |
| % Title I Population | 3.1% | % Attendance Rate | | 91.9% |
| % Free Lunch | 48.3% | % Reduced Lunch | | 8.6% |
| % Limited English Proficient | 5.5% | % Students with Disabilities | | 19.9% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | 0.3% | % Black or African American | | 11.6% |
| % Hispanic or Latino | 53.4% | % Asian or Native Hawaiian/Pacific Islander | | 8.0% |
| % White | 26.4% | % Multi-Racial | | 0.1% |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 7.34 | # of Assistant Principals (2014-15) | | 4 |
| # of Deans (2014-15) | 1 | # of Counselors/Social Workers (2014-15) | | 6 |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | | 4.5% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.1% | Average Teacher Absences (2013-14) | | 6.78 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | 35.7% | Mathematics Performance at levels 3 & 4 | | 39.8% |
| Science Performance at levels 3 & 4 (4th Grade) | N/A | Science Performance at levels 3 & 4 (8th Grade) | | 36.0% |
| Student Performance for High Schools (2012-13) | | | | |
| ELA Performance at levels 3 & 4 | 78.5% | Mathematics Performance at levels 3 & 4 | | 74.4% |
| Credit Accumulation High Schools Only (2013-14) | | | | |
| % of 1st year students who earned 10+ credits | 81.0% | % of 2nd year students who earned 10+ credits | | 82.1% |
| % of 3rd year students who earned 10+ credits | 82.3% | 4 Year Graduation Rate | | 82.6% |
| 6 Year Graduation Rate | 86.6% | | | |
| Overall NYSED Accountability Status (2014-15) | | | | |
| Reward | | Recognition | | |
| In Good Standing | X | Local Assistance Plan | | |
| Focus District | X | Focus School Identified by a Focus District | | |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | YES |
| White | YES | Multi-Racial | | N/A |
| Students with Disabilities | YES | Limited English Proficient | | YES |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | YES |
| White | YES | Multi-Racial | | N/A |
| Students with Disabilities | YES | Limited English Proficient | | YES |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | YES | Multi-Racial | | N/A |
| Students with Disabilities | YES | Limited English Proficient | | N/A |
| Economically Disadvantaged | YES | | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | NO | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | YES | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | YES | | | |
| 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 | YES | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | YES | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | YES | | | |

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.

According to recent QR and PPO visit feedback as well as data from Advance, the use of rubrics within our school needs to be developed especially as it relates to giving feedback to students. Students informally report that they are provided criteria for evaluation and rubrics when projects or assignments are disseminated, but they have difficulty identifying their next learning steps and they report that rubrics are not always used in communicating informal feedback or final grades. Additionally, currently 69% of teacher ratings fall within the Effective to Highly Effective range for 3D Assessment.

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 all teachers will increase their scores by 10 % on an in-house “project assessment questionnaire” as compared to their scores on the similar questionnaire given to them in September. The project assessment questionnaire is a reflective activity wherein teachers review their communication of expectations, feedback process, student reflection, and grade computation related to a selected assignment completed by the students.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|---|--|---|--|
| <p>September</p> <p>PD- What is a rubric? How are rubrics used?</p> <p>Teachers self-reflection (designed by Administration) on a Project</p> | <p>Teachers, students as a result</p> | <p>September</p> | <p>APs for instruction and AP Committee</p> |
| <p>October- Jan</p> <p>Best practice sharing about rubric use in PD time</p> <p>Reading of professional texts about rubrics in PD time</p> <p>Classroom visitations and observations</p> | <p>Teachers, students as a result</p> | <p>Oct to Jan 2016</p> | <p>APs for instruction and AP Committee, selected staff</p> |
| <p>Jan</p> <p>Teachers self-reflection (designed by Administration) on a Project</p> <p>Teacher feedback sheets on process</p> <p>Review of Advance Component 3D</p> | <p>Teachers, students as a result</p> | <p>Jan 2016</p> | <p>APs for instruction and AP Committee</p> |
| <p>Feb-June</p> <p>After reviewing/revisions based on Jan feedback</p> <p>Best practice sharing about rubric use in PD time</p> <p>Reading of professional texts about rubrics in PD time</p> <p>Classroom visitations and observations</p> <p>June</p> | <p>Teachers, students as a result</p> | <p>Feb – June 2016</p> | <p>APs for instruction and AP Committee, selected staff</p> |

| | | | |
|--|--|--|--|
| Teachers self-reflection (designed by Administration) on a Project | | | |
| Teacher feedback sheets on process | | | |
| Review of Advance Component 3D | | | |

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. | | | | | | | | | | | |
| PD time is included in the teachers’ contract so no additional funding is needed to cover teacher salary. Some teachers’ Circular 6 assignments will be serving as Department Assist. Some professional literature may need to be purchased out of Tax Levy funds. | | | | | | | | | | | |
| 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 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

| |
|--|
| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| By January 2016, teachers will participate in a second self-reflection (designed by Administration) on a Project. At this time scores should demonstrate a 5% growth over teachers’ reported baseline data. Teacher feedback sheets on process will also be reviewed. Anecdotal evidence will be discussed by Administration and a review of Advance Component 3D should indicate an upward trend on that component. |
| 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.

We have received positive feedback on our PBIS program this past year in both PPO visit and QR. We met our targets for this goal last year (using PBIS to decrease suspension rates). While the tone is generally positive, we have a number of serious situations within our midst, and the staff would like to have more opportunity to identify at-risk cases, determine an intervention, and check on the progress of those cases.

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 we will develop and put into use a protocol for identifying at-risk students within each grade level. The protocol will be used at grade-level meetings throughout the year. A minimum of 10 students per grade will be discussed and progress tracked at grade-level meetings held each month.

Part 3 – Action Plan

| Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|---|--|---|
| <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. | | | |
| By October, teachers and APs will develop a protocol for use in grade level meetings to identify socially or academically at-risk students. | At-risk students | October | Teachers, guidance, deans, APOs |

| | | | |
|---|------------------|-----------|---------------------------------|
| Grade level teams will use protocol to identify students and refer to the Child Study Team. | At-risk students | Oct- June | Teachers, guidance, deans, APOs |
| AP and CST review lists and assist with intervention or referrals as needed. | At-risk students | Oct- June | APO and CST |
| | | | |

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. | | | | | | | | | | | |
| Teacher teams will meet during Other Professional Work period therefore this is covered under their salary parameters. | | | | | | | | | | | |
| 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 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

| | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|
| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. | | | | | | | | | | |
| Monthly, principal will review notes/agendas from Grade Level meetings and CST meetings. This will provide evidence by the end of January that a minimum of 10 students per grade have been discussed and progress tracked at grade-level meetings held each month- 5x at mid year. | | | | | | | | | | |
| Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. | | | | | | | | | | |

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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

This year we increased the number of teacher-led PDs and the number of department assists. We have also implemented the tuning protocol in each department to review student work. Teachers report a lack of connection to that process and classroom instruction. In addition they have requested more sharing of best practice –type of PD.

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, we will engage in 5 cycles of professional learning wherein teachers share best practices on an average of two occasions per month based on ideas and trends uncovered by the Tuning Protocol.

Part 3 – Action Plan

| Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|--|---|--|---|
| <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. | | | |
| August- Leadership team and PD Committee will devise a PD plan/cycle based on data and feedback from teachers. | Teachers and paras | Aug- Sept 2015 | APs for Instruction, Principal, PD Committee |
| September-share PD Plan and cycle with staff, begin implementation | Teachers and paras | Sept 2015 | Principals and APs for Instruction |

| | | | |
|---|--------------------|----------------------|---|
| September to January-Implement PD Plan, visit classrooms for follow up, collect agendas and teacher reflection sheets, conduct observations. Revise plan as needed. | Teachers and paras | Sept to January 2016 | Teachers, paras, APs for Instruction, Department Assists, Principal |
| January to June- Implement PD Plan with revisions, visit classrooms for follow up, collect agendas and teacher reflection sheets, conduct observations. | Teachers and paras | Jan- June 2016 | Teachers, paras, APs for Instruction, Department Assists, 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. | | | | | | | | | | |
| Identification of teacher leaders/department assists within each major department who will assist with implementation of PD plan. PD takes place during designated time on Mondays 2:40-4:00 PM. This is a part of the teachers’ contractual time thus no further costs will be incurred. | | | | | | | | | | |
| 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 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | Other |

Part 5 – Progress Monitoring

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|---|
| 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. |
| By January 2016, we will review the agendas and reflection sheets. At that point we will see evidence of at least 2-3 Professional Learning Cycles which include 10 specific instances of teachers sharing best practices on ideas and trends uncovered by the Tuning Protocol. . |
| Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- 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.

According to the Framework for Great Schools Report, “Teacher Influence” is identified as an area for growth. Committee based decision making has declined in recent years. In an effort to have teachers be more invested we would like to establish and maintain more committees to assist with decision-making at the school.

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.

Throughout the 2015-16 school year, the administrative team will establish and support at least 4 new committees on campus. Specifically, a Tiger Token Committee, a PD committee, a hiring committee, AIS committee, and a Parent Engagement committee are some committees that might be implemented. Our score for “Teacher Influence” will increase by 10% in the summer edition of the Framework for Great Schools.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|--|--|--|---|
| <p>Hiring Committee</p> <ul style="list-style-type: none"> • Establish and communicate with selected staff regarding process. • Meet in July to formulate questions and meet candidates | <p>Seasoned teaching staff</p> | <p>July and August 2015</p> | <p>Principal</p> |
| <p>Formation of other committees</p> <ul style="list-style-type: none"> • Present possible committee options in September to staff • Collect staff selections • Committees begin to meet in October | <p>All staff</p> | <p>September</p> | <p>Principal and other APs</p> |
| <p>Committees work</p> <ul style="list-style-type: none"> • Oct to Jan- Committees meet as determined and forward ideas to administrators • Administrators ponder effectiveness and feasibility of suggestions • Administration evaluates /revises work of the groups | <p>School community: staff, students, parents depending on the committee</p> | <p>Oct to Jan</p> | <p>Principal and other APs</p> |
| <p>Committees work</p> <ul style="list-style-type: none"> • Feb to June- some revisions may occur- Committees meet as determined and forward ideas to administrators | <p>School community: staff, students, parents depending on the committee</p> | <p>Feb to June</p> | <p>Principal and other APs</p> |

| | | | |
|--|--|--|--|
| <ul style="list-style-type: none"> • Administrators ponder effectiveness and feasibility of suggestions • Administration evaluates /revises work of the groups | | | |
|--|--|--|--|

Part 4 – Budget and Resource Alignment

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|---|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| 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. | | | | | | | | | | | |
| Some staff members may need to be paid for missed preps or other meeting time, however some of this work may be done during the Tuesday afternoon Other Professional Work period. | | | | | | | | | | | |
| 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 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

| | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|
| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. | | | | | | | | | | |
| .By Jan 2016, a minimum of four committees will have been formed, will be meeting monthly, and will be functioning with decision making power within the school as evidenced by agendas and other work products (4 committees multiplied by 5 months = 20 agendas). | | | | | | | | | | |
| 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.

During parent engagement time, many teachers make phone calls to parents, contact parents via email, update Jupiter grades and, to a lesser extent, meet with parents face to face. Our parent population greatly appreciates our teachers using Jupiter Grades.

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, teachers on all grade levels in MS and subject areas in HS will meet twice monthly to improve parent engagement by producing a monthly newsletter and identifying, planning, and implementing 1 opportunity per semester to engage parents on their grade.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|---|---|--|---|
| <p>Staff will meet in grade-level configuration on Tuesdays during parent Engagement time. Staff will create a bi-weekly newsletter or blog to inform parents on each grade about events and upcoming academic units.</p> | <p>All teaching, para, guidance and dean staff.</p> | <p>September to June</p> | <p>APOs will oversee grade level meetings</p> |

| | | | |
|--|---------------------------------------|--|--|
| Staff on a grade will also determine and implement one parent engagement activity per term for the parents of a given grade. The activities may take any form...assembly, publishing party, family fun night, etc. Rough plans must be submitted to the principal by October 14. Implementation of the activities will vary. | Parents and other familial caregivers | September to June | All teaching, para, guidance and dean staff. |
| Implementation of parent engagement activities | Parents and other caregivers | 1 between Sept and Jan; 1 between Feb and June per grade | All teaching, para, guidance and dean staff. |
| | | | |

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. | | | | | | | | | | | |
| Tuesday parent engagement time will be devoted to this work. Technology tools such as School Messenger, Jupiter Grades, PTC Scheduler and our website hosting are financially split between the school and the PA. | | | | | | | | | | | |
| 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 st Century Grant | | SIG/SIF | X | 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. |
| Staff will maintain attendance sheets and agendas from grade level meetings. These will be handed in along with newsletters to the principal each month. In January, each group (10) should have produced 4 newsletters each (40 total) and there will have been 10 parent engagement activities held for parents planned and implemented by teachers. |
| 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.

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|--|---|--|--|
| English Language Arts (ELA) | Level 1 or 2 on NYS ELA | Skills and interactive reading supports on computer | Small group | After school |
| Mathematics | Level 1 or 2 on NYS Math Exam | skills games on Computer | Small group | After school |
| Science | Review of class grades below 70 | Repetition and representation of material | Tutoring | After school |
| Social Studies | Review of class grades below 70 | Repetition and representation of material | Tutoring | After school |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Referral through grade level meetings and Child Study Team | Counseling | Small group or one on one | During the school day |

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. | | | | | |
| | Schoolwide Program (SWP) | | Targeted Assistance (TA) Schools | X | Non-Title I |

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

| |
|--|
| Describe the 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). |
| |

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

| |
|--|
| Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day). |
| |

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

4c. "Conceptual" Consolidation of Funds in SWP Schools

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

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts) | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan. | |
|------------------------|--|---|---|----------------------------------|
| | | | Column A Verify with an (X) | Column B Section Reference(s) |
| Title I Part A (Basic) | Federal | | | |
| Title II, Part A | Federal | | | |
| Title III, Part A | Federal | | | |
| Title III, Immigrant | Federal | | | |
| Tax Levy (FSF) | Local | | | |

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Riverdale Kingsbridge Academy MS/HS 141** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Riverdale Kingsbridge Academy MS/HS 141** will support parents and families of Title I students by:

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact

Riverdale Kingsbridge Academy MS/HS 141 in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

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

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

| Part B: Direct Instruction Supplemental Program Information |
|---|
| The direct instruction component of the program will consist of (check all that apply): |
| <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy |
| Total # of ELLs to be served: <u>83</u> |
| Grades to be served by this program (check all that apply): |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 |
| Total # of teachers in this program: <u>8</u> |
| # of certified ESL/Bilingual teachers: <u>3</u> |
| # of content area teachers: <u>5</u> |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

Before and After School:

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

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

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

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

Total 72 hours instructional

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

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

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

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

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

Total Hours - 164 Instructional

Part C: Professional Development

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

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

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

Another program that we are fully implementing this year is the English 3D program. This program is specifically targeted towards long-term ELLs who are at the Intermediate or Advanced level. This is a group that we have struggled with for the past few years. Both our ELL teachers and a select group of English Language Arts teachers who are working in the before and after school program have received multi-day PD in how to best implement this program. This program is being supplemented in the ESL class by teacher-designed lessons that support content-area units. For our ELLs who are at the Beginner level they are using the Milestones program which directly supports students' work with the Code X program that is used in English classes throughout our school. Again, this PD is being offered by Scholastic.

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

Part D: Parental Engagement Activities

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

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

Begin description here: Our parent community at RKA is very active and involved; however, we do struggle with getting some of the parents of our ELL's to be fully involved in our school community. Notices about important/upcoming parent events, including PA meetings and workshops, are sent home in English, Spanish and other languages as needed. We provide translation services (in Spanish) at PA meetings and make use of on-site and/or phone translation services for individual conferences with teachers and other school personnel. Notes are sent home in alternate languages to inform parents of the availability of translators at these events. We also translate important documents

Part D: Parental Engagement Activities

into home languages based on information available in ATS. Parent workshops designed for and targeted towards the parents of ELL students are held before and after school on the last Wednesday of the month. Some of the topics scheduled include: HS Graduation Requirements, The College Application Process, What does the CCLS Really Mean? How can I help my child acquire English skills?, What resources are available within our community?, Educationally Helpful Websites, What is the NYSESLAT? And How can I help my child prepare for Regents exams?. Notices are sent home via email and written notices given to the children in their ESL classes. The notices are always in English and Spanish as well as other languages when appropriate. We have interpreters available at parent workshops so that parents can fully participate and ask questions. These workshops are led by our guidance and administrative staff as well as experts on a specific topic including admission counselors and financial aid experts from CUNY and SUNY.

We have a very strong partnership with our Community Based Organization, the Riverdale Community Center. Through this partnership we are able to offer literacy classes to ELL parents. These classes are offered on Tuesday evenings and Saturday mornings during two 10-week sessions each year. (Oct-Dec and March-June). The instructor is a licensed English teacher and child care is provided.

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

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

Part E: Budget

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

Allocation Amount: \$11200

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

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

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

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 10 | Borough Bronx | School Number 141 |
| School Name Riverdale Kingsbridge Academy MS/HS 141 | | |

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 Lori O'Mara | Assistant Principal Sheilagh Lustig |
| Coach n/a | Coach n/a |
| ENL (English as a New Language)/Bilingual Teacher Robin Norton | School Counselor Jennifer Aponte-Acosta |
| Teacher/Subject Area | Parent Amy Carr |
| Teacher/Subject Area type here | Parent Coordinator Julie Prince |
| Related-Service Provider Catherine Benitez | Borough Field Support Center Staff Member Javier Ocampo |
| Superintendent Melodie Mashel | Other (Name and Title) type here |

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 | 4 | Number of certified bilingual teachers not currently teaching in a bilingual program | 0 | Number of teachers who hold both content area/common branch and TESOL certification | 1 |
| 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 not 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] | | Number of special education teachers with bilingual extensions | 1 |

D. Student Demographics

| | | | | | |
|--|-------------|----------------------|-----------|---|--------------|
| Total number of students in school (excluding pre-K) | 1446 | Total number of ELLs | 97 | ELLs as share of total student population (%) | 0.00% |
|--|-------------|----------------------|-----------|---|--------------|

Part II: ELL Demographics

A. ELL Programs

| | | | | | | |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|--|--|
| This school serves the following grades (includes ELLs and non-ELLs) 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 checked="" type="checkbox"/> | 10 <input checked="" type="checkbox"/> | 11 <input checked="" type="checkbox"/> |

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|---|----|---|----|
| All ELLs | 97 | Newcomers (ELLs receiving service 0-3 years) | 68 | ELL Students with Disabilities | 24 |
| SIFE | 11 | Developing ELLs (ELLs receiving service 4-6 years) | 19 | Long-Term (ELLs receiving service 7 or more years) | 10 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|--------------|---|------|-----|---|------|-----|--|------|-----|-------|
| | Newcomer ELLs (0-3 years of service) | | | Developing ELLs (4-6 years of service) | | | Long-Term ELLs (receiving 7 or more years of service) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | | | | | | | | | | 0 |
| DL | | | | | | | | | | 0 |
| ENL | 68 | 11 | 8 | 19 | 0 | 9 | 10 | | 7 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|---------------------|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| SELECT ONE _____ | | | | | | | | | 0 | 0 |
| SELECT ONE _____ | | | | | | | | | 0 | 0 |
| SELECT ONE _____ | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

This Section is for Dual Language Programs Only

| | |
|--|---|
| Number of students (students fluent in both languages): _____ | Number of students who speak three or more languages: _____ |
|--|---|

| 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 | | | | | | | 14 | 19 | 11 | 9 | 15 | 2 | 2 | 0 |
| Chinese | | | | | | | 1 | 1 | 0 | 0 | 0 | | | 0 |
| Russian | | | | | | | 2 | 0 | 1 | 1 | | | | 0 |
| Bengali | | | | | | | 1 | 1 | 0 | 0 | | 1 | | 0 |
| Urdu | | | | | | | 0 | 0 | 0 | 0 | | | | 0 |
| Arabic | | | | | | | 0 | 0 | 0 | 1 | | | | 0 |
| Haitian | | | | | | | 0 | 0 | 0 | 0 | | | | 0 |
| French | | | | | | | 1 | 0 | 0 | 0 | | | | 0 |
| Korean | | | | | | | 0 | 0 | 0 | 0 | | | | 0 |
| Punjabi | | | | | | | 0 | 0 | 0 | 0 | | | | 0 |
| Polish | | | | | | | 0 | 0 | 0 | 0 | | | | 0 |
| Albanian | | | | | | | 2 | 0 | 1 | 1 | 1 | | | 0 |
| Other | | | | | | | 4 | 2 | 2 | 1 | | | | 0 |
| TOTAL | 0 |

Part III: Assessment Analysis

Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS) | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|----|----|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Entering (Beginning) | | | | | | | 8 | 7 | 5 | 2 | | | | 0 |
| Emerging (Low Intermediate) | | | | | | | 1 | 3 | 1 | 3 | 1 | | | 0 |
| Transitioning (High Intermediate) | | | | | | | 2 | 3 | 2 | 1 | 3 | | 1 | 0 |
| Expanding (Advanced) | | | | | | | 13 | 10 | 7 | 7 | 12 | 3 | 2 | 0 |
| Commanding (Proficient) | | | | | | | 3 | 2 | 3 | 3 | 6 | 2 | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| FORMER ELLS BASED ON REVISED EXITING CRITERIA | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA | | | | | | | | | | | | | | |
| GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| Total | | | | | | | | | | | | | 1 | 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 | | | | | | | 17 | 6 | 8 | 3 | 11 | 4 | 1 | 0 |

| NYS ELA | | | | | |
|---------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | 15 | 8 | | | 0 |
| 7 | 9 | 5 | 1 | 2 | 0 |
| 8 | 10 | 5 | | | 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 | 5 | 4 | 6 | 2 | 6 | | 2 | | 0 |
| 7 | 6 | 4 | 7 | 2 | 1 | 0 | 2 | 0 | 0 |
| 8 | 6 | 3 | 5 | | 2 | 1 | 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 | 3 | 2 | 4 | 1 | 1 | | | | 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 | 6 | | 4 | |
| Integrated Algebra/CC Algebra | 11 | 6 | 3 | 2 |
| Geometry/CC Algebra | 24 | | 6 | |
| Algebra 2/Trigonometry Math _____ | 5 | | 3 | |
| Chemistry | 3 | | 2 | |
| Earth Science | 12 | 4 | 6 | 0 |
| Living Environment | 13 | 4 | 8 | 3 |
| 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 | 16 | 8 | 10 | 3 |
| Geography | | | | |
| US History and Government | 6 | 3 | 6 | 2 |
| LOTE | 2 | | 2 | |
| 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.
We use the Scholastic SRI and NYC Performance tasks to assess literacy skills for our ELLs. The data we have shows that many of our new ELLs have reading comprehension skills that are at least 3 years below grade level. Many of our long term ELLs have lexile levels that are below grade level and as a result we are using more lexile leveled texts within subject area classes in order to provide multiple entry points for our ELLs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Although 25% of our students scored Commanding (Proficient) on the 2014 NYSESLAT and another 20% moved up a full level, we realize that our students need more reading and writing support. Our long term ELLs consistently score at the advanced level on the NYSESLAT but do not move beyond that within the next 2 years. Our HS ELLs score Proficient on the NYSESLAT at a lower rate than our MS ELLs, this difference does not correlate to years of service. Our students consistently perform higher in listening/speaking than in reading/writing. This same pattern is seen on the LAB-R data. Based on the Spanish Lab-R data we are able to see that about 50% of our newly arrived Spanish speaking ELLs do significantly better on the Spanish Lab-R than on the English Lab-R. By analyzing the patterns and trends across grade and proficiency levels we can see that certain grades, 8th in particular, need more support in the subject area classrooms in addition to ESL. We arrange time for the ESL teachers to meet with the subject area teachers to help plan lessons that will enable all students to access material being taught and to gain greater competence in CCLS tasks.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Our administrative team looks at the AMAO tool and plans interventions for the students most likely to need assistance in meeting promotional or graduation requirements. Whenever possible, students are programmed for classes receiving integrated support or through AIS in our afterschool program.
- 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?

- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

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

- 5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.] We do not have any students in grades K-5.
- 6. How do you make sure that a student's new language development is considered in instructional decisions?

Teacher's are made aware of all ELLs and the accomodations they are entitled to, teachers have native language textbooks when available and bilingual glossaries, both subject specific and general. Students are provided support from the ESL teacher both during and afterschool and subject area teachers meet with ESL teachers to discuss starategies to help ELLs in the subject area classrooms.
- 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

we do nto currently offer a dual language program

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

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

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.

As new students are admitted to the system we immediately administer the Home Language Identification Survey (HLIS), including the informal oral interview in English and in the native language. The HLIS is administered by Sheilagh Lustig, AP and ELL Coordinator, or the principal or Loretta Bellom, ENL teacher. This is always done on the date of entry thus we are sure to meet the 10 day mandate. We have inhouse staff who can act as interpreters for a variety of languages in cluding, Spanish, Tagalog, French, Greek, anf Hebrew. When we do not have an interpreter we contact the Office of Translation services for phone interpretation. All team members work closely when admitting new students, all necessary steps are taken to ensure students are properly identified through a completed HLIS survey. When a parent indicates that another language is spoken at home, the ELL coordinator is immediately called and the student and parent interview is conducted and the parent is immediately informed on the options available, and the LAB exam is discussed. We use the EPIC Facilitator's Guide for resources to assist with parent communication and share important information with parents regarding the various ESL programs available.

We administer the NYSITELL within 10 days of entry into the school system by allocating several Circular 6 positions to teachers thus ensureing tiemly completion. Foure ENL teachers share the responsibility of administering the NYSITELL: Robin Norton, Loretta Bellom, Stella Sourelos, and Amy Melnick. Based on NYSITELL scores, we determine the best placement for students according to their performance on the assessment. For Spanish language students , the Spanish LAB is administered if the NYSITELL is not passed. If a student's performance indicates that they are eligible for services, the parent is notified of their child's eligibility by telephone,in-person, and in writing. An orientation is offered, and the parent is informed of the various options. The NYSITELL is conducted by one of our ESL teachers, and the results are immediately used to determine the student's best placement. Parents are communicated with in their native language. When possible, we ask our licensed pedagogues who may speak that language to assist with the translation

process. If a person is not available, we make use of the translation services offered through the Department of Education. Once the parent has informed the school of his/her program choice it is entered in ATS in the ELPC screen within the required 20 days.

2. 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).

As new students are enrolled in the school from another country we use the DOE's SIFE Questionnaire, found on the DOE Intranet. It contains questions about the child's home life, schooling, and social life. It is administered and evaluated by the ENL teachers (Loretta Bellom, Robin Norton, Amy Melnick, and Stella Sourelos). Results are determined within 30 days.

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).

The identification process for SWDs is that the child must be interviewed in English and his/her home language and that we conduct a review of the student's prior school work. The school determines if the child is eligible to take the NYSITELL. Student may then be tested for SIFE as well. NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT).

Our LPT consists of Sheilagh Lustig AP ELL, Stacy Miller, AP SWD, Loretta Bellom bilingual teacher, Robin Norton ELL teacher, and the child's parent or guardian, as well as a translator for the parent's language of choice. Once a child had been confirmed as being an ELL, based on the NYSITELL, we contact parents via phone and mail and invite them to a parent orientation with the ELL coordinator or other member of the LPT. Parents are shown the video that discusses the choices, in their native language. During the orientation process, a licensed pedagogue explains the different kinds of programs (Free Standing, Transitional Bilingual Education, Dual Language). The structures in place to ensure that parents understand program choices include having bilingual school aides, a parent coordinator, bilingual family worker, bilingual guidance counselor and school translators available in 10 languages (seven of which are current school based employees). Materials explaining the program and parent choices are distributed in the various major languages. Parent meetings are held regularly and are attended by teachers who can translate. If a parent chooses a program that we do not currently offer in our building the ELL coordinator reaches out to OELL and stays in contact with the parent until an appropriate placement is found. While awaiting an appropriate placement the child is provided ENL services. Parents may also reject the findings of the LPT in writing within 20 school days by sending in a letter to Sheilagh Lustig.

ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate. ELLs with disabilities are not exempted from the NYSESLAT, and may use the test modifications and accommodations as detailed on their IEP when taking the NYSESLAT (and as permitted in the School Administrator's Manual for the test). An IEP team determines a student's eligibility for special education services and the language in which special education programs and services should be delivered. We have 2 bilingual (Spanish) school psychologists and call in others on an as needed basis.

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.

Each Friday during peak registration periods (September and February), Sheilagh Lustig, AP and ELL Coordinator, ensures that all newly assessed students have been sent their parent notification letters. They are mailed in parent's preferred language..

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).

Copies of entitlement letters which were sent home in the parent's language by Sheilagh Lustig are kept in the child's cumulative folder in the main office. The letter includes appeal information as per SOPM.

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 immediately provided with the HILS form, and the ELL coordinator contacts parents and guardians immediately upon review of newly admitted students, in addition to the informal interviews of both students and parents. Parents are invited to attend information sessions on ESL services and are provided with an opportunity to view an informational video. ESL orientation is provided by the ELL coordinator. Parents are administered the Program Selection Survey to determine parents' choice. To ensure that entitlement letters are distributed and Parent Survey and Program Selection forms are returned we provide consistent parent outreach via ESL coordinator and the bilingual family worker, in addition to school based employees who assist with parent outreach and communication. We administer the NYSITELL within 10 days of entry into the school system. Based on NYSITELL scores, we determine the best placement for students according to their performance on the assessment. If a student's performance indicates that they are eligible for ELL services, the parent is notified of their child's eligibility by telephone, in-person, and in writing. An orientation is offered, and the parent is informed of the options. When possible, we ask our licensed pedagogues who may speak that

language to assist with the translation process. If a person is not available, we make use of the translation services offered through the Department of Education. Continued entitlement letters are sent home with students and mailed home as well. Copies of all documentaion are kept by the ELL coordinator.

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.
The ELL Coordinator and the ELL Assessment teacher follow up with phone calls, preferably in native language.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
We schedule in-person parent orientations for entitled students to distribute all information. Invitations are sent home in the parent's preferred language and phone calls are made when possible. These sessions are facilitated by the ELL coordinator with interpretation services provided on an as needed basis. Parents are given a copy of entitlement letters at the meeting. If parents do not attend a meeting they are contacted via phone. During the converstaion the letter is explained to them and a copy of the letter and all forms are then sent home with the child. Files for these returned documents. Continued entitelemnt letters are sent home with students and mailed home as well. Copies of all documentaion are kept by the ELL coordinator.
9. Describe how your school ensures that placement parent notification letters are distributed.
The ELL Coordinator and the ELL Assessment Teacher mails the letters and hand delivers letters to students. letters are in parent's preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
ELL Documentation is maintained in the students' cummulative folder. Our pupil accounting secretarty is Paula Zelazny.
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.
Prior to administration of the NYSESLAT we review all ATS data to ensure that all ELLs will be scheduled for the exam. The test coordinator reviews the RESI and RLAT to confirm that all students are scheduled. We begin to administer the exam as soon as the assessment window opens. That allows us adequate time to administer all sections to all students. When needed our ESL teachers are provided with coverage to enable them to administer the speaking portion to all students. The testing coordinator develops a schedule to ensure that all students are tested by an ESL teacher other than the one who provides ESL services to the student. Bilingual guidance staff provides help in reaching out to any student that has been absent for any part to the exam to ensure that we test all students in all modalities.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ELL Coordinator and the ELL Assessment Teacher mails the letters and hand delivers letters to students based on NYSESLAT scores from eh previous year. Tehse are sent home in parent's preferred language by September 15.
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).
The parents of over 98% of our newly enrolled ELL students have requested Freestanding ESL. This trend has remained constant for the past 3 years. At this time we offer only freestanding ESL classes based on student enrollemnt and parental choice

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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 offer two types of services: Integrated and Standalone ENL. In the integrated model students receive their services within core content classes that are cotaught by a content area teacher and a licensed ELL teacher. Standalone services are provided in a smaller setting with students receiving language instruction and services from a licensed ELL teacher. For both the standalone and integrated model, the students receive services according to the Part 154 requirements. Students are individually programmed and do not travel as a group. The standalone class is ungraded and homogeneous. The integrated classes are heterogeneously mixed.
 - b. TBE program. *If applicable.*
not applicable
 - c. DL program. *If applicable.*
not applicable
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)?

Students are programmed based on their NYSITELL levels. They are homogeneously grouped together then placed into heterogeneous classes. The idea is to consolidate the number of minutes of integrated instruction being provided. Teacher programs are then designed around integrating services within a similar class each week.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Core content is delivered in each program model through the use of push in instructors. So, ELLs receive support in their content classes (such as Social Studies, for example). Our second Professional Learning Cycle, led by our ELL AP Instruction conveys strategies and resources to all teachers. Strategies like "fishbowl," think-pair-share, and previewing vocabulary are used with all students, and leveled questions are used for ELLs.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

We use several translation applications such as Google Translation to translate class tests. In addition, we order state tests in students home languages whenever possible. We also use translated versions of previous Regents exams for HS classes. We use the Translation and interpretation services unit time permitting
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We use the SRI (Scholastic Reading Inventory) twice a year. ELA teachers also keep conferring notes in a log book for each month. Writing is documented in a portfolio from each major subject- one piece per marking period -6 per year.
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

SIFE- Bridges Curriculum
Newcomer- Milestones Curriculum and use of glossary, emphasis on cognates, more visuals, graphic organizers
Developing- Milestones Curriculum and CODEX curriculum, more visuals, think pair share, vocabulary instruction with visuals, leveled texts, graphic organizers
Long Term- CODEX or NYSED Units of Study and 3D curriculum- specific vocabulary instruction, think pair share, leveled texts
Former ELLs- CODEX or NYSED Units of Study- Curriculum and Support within the classroom, sparing use of leveled texts, specific vocabulary instruction
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.

Students' academic progress would not have been adversely affected as students would have been in the same class throughout. If stand alone services were provided, student would be immediately re-programmed by guidance upon discovery of the new status.

Chart 1: 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?

leveled Strategies include use of leveled texts, leveled questions, think pair share, and some translated textbooks (history and science in grade 6-11).

Grade appropriate materials:

SIFE- Bridges Curriculum

Newcomer- Milestones Curriculum and use of glossary, emphasis on cognates, more visuals, graphic organizers

Developing- Milestones Curriculum and CODEX curriculum, more visuals, think pair share, vocabulary instruction with visuals, leveled texts, graphic organizers

Long Term- CODEX or NYSED Units of Study and 3D curriculum- specific vocabulary instruction, think pair share, leveled texts

Former ELLS- CODEX or NYSED Units of Study- Curriculum and Support within the classroom, sparing use of leveled texts, specific vocabulary instruction

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?

All students receive an individualized program providing for LRE, ELL services are provided in the same manner as to all ELL.

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 <u>per week</u> (360 min.) | 2 units of study <u>per week</u> (360 min.) | 1 unit of study <u>per week</u> (180 min.) | 1 unit of study <u>per week</u> (180 min.) | Former ELLs must continue to receive services for an additional two years |
| STAND-ALONE ENL | 1 unit of study in ENL (180 min.) | .5 unit of study in ENL (90 min.) | | | |
| INTEGRATED ENL | 1 unit of study in ENL/ELA (180 min.) | 1 unit of study in ENL/ELA (180 min.) | .5 unit of study in ENL/ELA (90 min.) | 1 unit of study in ENL/ELA or other Content Area (180 min.) | |
| Chart FLEXIBILITY | | .5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.) | | .5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services* |
| TOTAL | 360 minutes per week | 360 minutes per week | 180 minutes per week | 180 minutes per week | |
| STAFFING/ PERSONNEL | 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(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. One unit of study = 180 minutes of instruction per week per year.



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

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

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

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

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

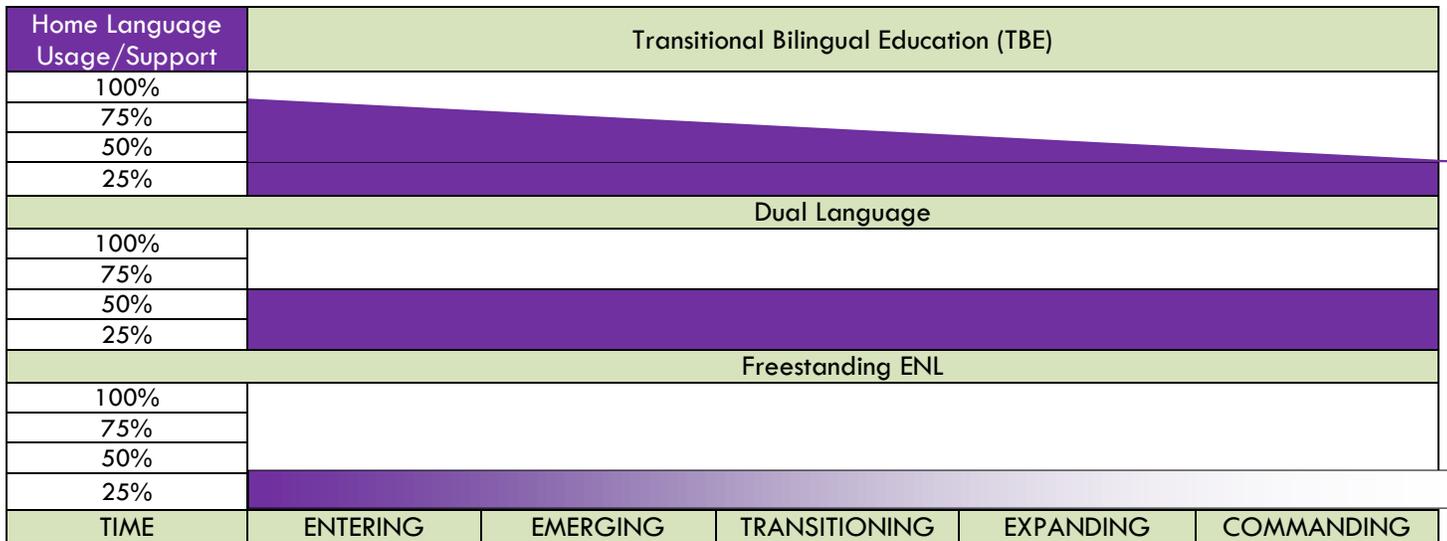


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Our targeted intervention program includes our extended day programs. We offer extended day ESL classes for students who need more language support in reading and writing and classes for students who need more subject area support. We also offer push-in ESL support in Math during this time. We offer The ESL teacher works with the Social; tudies and Science teachers as they unti plan to ensure that content areaknowledge will be accessible to all students. the ESL teachers work with subject area teachers and instructional leaders to better assist our ELLS with mastering content needed for CCLS tasks and exams.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Based on our success rate on the NYSESLAT (25% tested out) we feel that our language development program is fairly successful. We need to improve our ELL pass rate on required Regents exams and are looking at ways to better meet the needs of our ELLs in the subject area classes. We are using the NYC performance tasks as a way to evaluate student progress. These tasks are completed twice a year. We also use our in-house unit assesments to evaluate student progress. These assessment are given once every 4-6 weeks and the results are reviewed by both subject and ESL teachers.
12. What new programs or improvements will be considered for the upcoming school year?
We recently purchased English 3d to help support our ELLs. We review our student pass rate in subject area classes and provide more push-in service as needed . Our ELLs' poor results on Regents exams leads up towrd more push-im services in the HS. That is something we are working on going forward. We are regularly evaluating our enrollment information to see if we need to open a bilingual bridge class in our Middle School
13. What programs/services for ELLs will be discontinued and why?
None of our programs are scheduled to be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are offered all activites within our school including our afterschool program through our CBO. We send home notices about extra curricular activites such as trips in multiple languages. Our CBO offers programs designed for ELL students and parenst on Saturdays and Evenings.
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.
Smartboards are available for use in all classrooms. Teachers are invited to use the new computer lab to access different materials with a whole class or a group of students. Computers, with headsets for read aloud, are available as well. We order subject area textbooks in alternate languages where needed and available. STudents are given access to on-line native language textbook where available
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
With in the ENL class the teachers have books in native languages paired with books in English. This allows the student to learn English while gaining content in the native language. Special celebrations are planned to celebrate the students' heritage. parents are invited in for special events. Speakers visit the classrooms often times speaking in the predominant native language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All of our ELL classes use age appropriate, high interest instructional materials. We have separate classes for middle school ELLs and high school ELLs In the MS the focus is on language acquisition. AS the students move into the upper grades more focus is given to specific contact area knowledge. HS classes support the devlopment of knowledge that is required for students on exams required for HS graduation
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).
Newly enrolled students are given a buddy to help them transition to our school. Our guidasnce counselors hold regular lunch bunches and newly enrolled students are taregted for these activities. New students are also matched with a teacher who will act as point person for the student; the student can come to the teacher with any problem issue and that teavher will help him/her.
19. What language electives are offered to ELLs?
Our ELLs are invited to take French level I, II and II as well as Spanish level I, II, III and AP Spanish.
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)?

We do not have a Dual Language Program

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.)
ELL teachers are offered PD outside of the school through BFSC. In addition they participate in all of the Professional Learning Cycles implemented at the school. Titles of intended cycles include Effective Rubric Use, Using ELL Strategies in the Classroom, Integrating Instruction (models for team teaching SWD and ELLs).
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?
Content area personnel are offered PD outside of the school through BFSC including such workshops as "Writing Across ALL Subjects. In addition they participate in all of the Professional Learning Cycles implemented at the school. Titles of intended cycles include Effective Rubric Use, Using ELL Strategies in the Classroom, Integrating Instruction (models for team teaching SWD and ELLs).
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Since we are a 6-12 school we assist students with the transition from middle school to high school. We work with students so that they gain credits while improving their second language skills. Our HS and MS guidance staff work closely together to ensure a smooth transition. Whenever possible our students remain with the same ESL teacher as the move to HS.
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.
Teachers are invited to attend any appropriate PD offered by OELL and District 10. Teachers that attend training then turnkey information at subject, grade or staff conferences. One professional Learning Unit of 6 is devoted to improving ELL instruction. 1 of 6 = 15% for all teachers. For ELL teachers we supplement the 15% with off site PD offered through BFSC 1 day per month to make 50%. WE document our professional learning through warehousing our agendas and learning materials on Google Docs. Attendance is documented through sign in sheets stored and catalogued by our payroll secretary, Yvonne Ramos.

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?

Teachers of ELL schedule individual conferences with parents during the Parent Engagement time on Tuesday afternoons. They keep track of these meetings in a log book. Translation is provided in house or via the telephone through DOE.

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Our ELL parents tend to come in to the building to meet with teachers or other staff members who express a particular concern or interest. ELL parents tend to attend school celebrations and athletic events, but not PA meetings. This year we are making a big push to include more parents in the daily life of the school. This includes a planned International Breakfast for 8th grade families in November.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Our CBO, Riverdale Community Center, provides a variety of services to ELLs and their parents. They offer Saturday workshops for parents, and parents and children. These workshops include the HS selection process, Resume Writing, ESL classes for parents, and Internet Safety. These workshops are taught by bilingual personnel and translators are brought in as needed.
5. How do you evaluate the needs of the parents?

We ask parents what workshops they would like us to offer. This is done on-line, via letter and through the PA. We involve translators in this process, particularly on back to school night and at PTCs. Our main translation location is in the Parent Coordinator's office so she is available to assist parents and speak with them about their needs. If parents express an interest in a particular area we will offer that workshop and provide interpretation as needed. Our Road to College and Financial Aid night both arose through parent requests and we had bilingual personnel present to translate and answer questions.

6. How do your parental involvement activities address the needs of the parents?

We have parent workshops focused on specific topics such as; helping your child succeed in school, navigating the road to college and changes to NYSED exams.

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.

Paste response here:

School Name: Riverdale Kingsbri

School DBN: 10x141

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) |
|------------------------|--|-----------|-----------------|
| Lori O'Mara | Principal | | 10/31/15 |
| Sheilagh Lustig | Assistant Principal | | 10/31/15 |
| Julie Prince | Parent Coordinator | | 10/31/15 |
| Robin Norton | ENL/Bilingual Teacher | | 10/31/15 |
| Amy Carr | Parent | | 10/31/15 |
| | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| Jennifer Aponte Acosta | School Counselor | | 10/31/15 |
| Melodie Mashel | Superintendent | | 10/31/15 |
| Javier Ocampo | Borough Field Support Center Staff Member <u>Javier</u> <u>Ocampo</u> | | 10/31/15 |
| | 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: **10x141**

School Name: **Riverdale Kingsbridge Academy**

Superintendent: **Melodie Mashel**

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.learnndoe.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.

HLIS survey in multiple languages
in building interpreters available in multiple languages in person and on phone
Email survey

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

Most parents indicate English as preferred but some indicate Spanish, French, Russian, Arabic, Bambala, Albanian, Greek, Chinese.

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.)

Letter from the principal translated to major languages for dissemination monthly (first week of each month). Letters submitted to Translation and Interpretation Unit (third week of each month).
Principal Newsletter approximately 6x per year.
Testing calendar- translated and disseminated at start of year.

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.

Back to School September 19
P/T Conferences Nov 19 and March 10
Student led Conferences May 19
HS Application meeting October 20, 2015
HS grade level parent meetings September and October
12 parent engagement events throughout the year
phone calls from guidance, deans, teachers, administration, attendance teacher as needed

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.

Letter from the principal translated to major languages for dissemination monthly (first week of each month). Letters submitted to Translation and Interpretation Unit (third week of each month).
Principal Newsletter approximately 6x per year. Translated in house
Testing calendar- translated and disseminated at start of year by Translation and Interpretation Unit in August.

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.

Back to School September 19- in house by school staff
P/T Conferences Nov 19 and March 10- on-site interpreters
Student led Conferences May 19- in house by school staff
HS Application meeting October 20, 2015- in house by school staff

HS grade level parent meetings September and October- in house by school staff
12 parent engagement events throughout the year- in house by school staff
phone calls from guidance, deans, teachers, administration, attendance teacher as needed - in house by schools taff or over the phone interpreters via 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.)

Reviewed at September 8 Opening Day conference.
Presentation by Parent Coordinator

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

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)

parent survey and face to face interactions at events