2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 23K668

School Name: RIVERDALE AVENUE MIDDLE SCHOOL

Principal: YOLANDA LAWRENCE
Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans
- Section 5A Framework for Great Schools Element - Rigorous Instruction
- Section 5B Framework for Great Schools Element - Supportive Environment
- Section 5C Framework for Great Schools Element - Collaborative Teachers
- Section 5D Framework for Great Schools Element - Effective School Leadership
- Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
Section 1: School Information Page

School Information

School Name: Riverdale Avenue Middle School
School Number (DBN): 23K668
BEDS Code: 23k668
Grades Served: 6-8
School Address: 76 Riverdale Avenue, Brooklyn, NY 11212
Phone Number: 718 346-0764
Fax: 718 346 1783
School Contact Person: Yolanda Lawrence
Email Address: ylawren@schools.nyc.gov
Principal: Yolanda Lawrence
UFT Chapter Leader: Adeola Amory-Spencer
Parents’ Association President: Latoya Watson-Antoine
SLT Chairperson: n/a
Title I Parent Representative (or Parent Advisory Council Chairperson): Latoya Watson-Antoine
Student Representative(s): Emberli Edwards
CBO Representative: 

District Information

Geographical District: 23 Superintendents: Miatheresa Pate
Superintendent’s Office Address: 1655 St Marks Avenue, Brooklyn, NY 11212
Superintendent’s Email Address: MPate@schools.nyc.gov
Phone Number: 718 240-3677 Fax: 718 385-3768

Field Support Center (FSC)

FSC: Brooklyn North Executive Director: Bernadette Fitzgerald
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yolanda Lawrence</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Adeola Amory-Spencer</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Latoya Watson-Antoine</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Michelle Kirkland</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Kerry-Ann Bowman</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Natoya Reman</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Keron Ogiste</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Madeline Almonte</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Kenneth Wilson</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:
  • a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
  • a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission Statement: Riverdale Avenue Middle School provides a rigorous and individualized education that prepares all students to be 21st century thinkers. Our students receive a standards-based school experience that promotes our core values of Resilience, Altruism, Academic Mastery and Self-Discipline. We provide strong structures to support and educate the whole student. Curriculum is individualized for students to meet diverse needs and address personal talents, strengths and preferences. Students explore and learn in a culture of high expectations where teachers, administrators, parents and community partners collaborate to ensure the success of each individual student.</td>
</tr>
</tbody>
</table>
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

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

At RAMS we have Enrichment Clubs (based on the School wide Enrichment Model) that meet for two periods each Friday afternoon. These Clubs are created by teachers and selected by students two times per year using surveys. Students are able to participate in culinary classes, dance classes, martial arts, African drumming, fashion design, cheerleading/step, chess, computer coding, and filmmaking. The curriculum is student-driven and works toward an end-product that is shared with the whole school during our Enrichment Club showcases.

At RAMS each day begins with Advisory. All of our teachers are advisors and work from a curriculum that is created to meet student emotional and social needs for 30 minutes each morning. Each month students participate in a challenge/competition and also engage in routines including student-led meeting and independent reading each week. Past competitions have included door decorations, creation of snowmen for our Winter Formal and our center piece challenge. Our Advisory team hosts a monthly PD to introduce the upcoming month’s themes and activities, modeling some for the staff. Surveys are given to advisors to gauge the effectiveness and engagement in Advisory as well as student focus groups who meet with Advisory consultants to explain what has worked well and what should happen in future months.

3. Describe any special student populations and what their specific needs are.

We have a population of special needs students that receive speech while the majority of the IEP students in grades 6 - 8 are in ICT settings in which they benefit from 2 teachers in their classes and in some cases 1 to 1 paraprofessionals. Most students receive counseling whether 1 on 1 or in group by a guidance counselor. Students also receive counseling from our CBO (Partnership With Children) and from our Single Shepard counselors. These students receive emotional and academic support from all parties mentioned. Students identified as ENL receive both push-in and pull-out services from our ENL teacher.

4. Identify 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.

In reference to the Framework for great Schools, we made significant progress last year in increasing the support from families and the surrounding community for our students by strengthening Parent University and providing our families with workshops each month that were selected via survey at the start of the year. Student achievement is always central in our work collaborating with one another to find the best methods and most engaging strategies to enable student progress. This year we are working with Learning Partners Plus for the third year, to further our ability to do intervisitations and bring best practices back to RAMS. We have also established our instructional focus which is, "designing coherent instruction that increases student outcomes." This was selected based on the patterns and trends we saw as a school and the need to improve component 1e in the Danielson Framework, evidenced in informal and formal observations from the 2017-18 school year as well as in student data.
### School Demographics and Accountability Snapshot for 23K668

#### School Configuration (2018-19)
- **Grade Configuration:** 06,07,08
- **Total Enrollment (2017-18):** 127
- **SIG Recipient (Y/N):** Yes

#### English Language Learner Programs (2018-19)
- **Transitional Bilingual:** N/A
- **Dual Language:** N/A
- **Self-Contained English as a Second Language:** N/A

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA):** 10
- **# SETSS (ELA):** 2
- **# Integrated Collaborative Teaching (ELA):** 20
- **# Special Classes (Math):** 10
- **# SETSS (Math):** 2
- **# Integrated Collaborative Teaching (Math):** 20

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts:** N/A
- **# Music:** N/A
- **# Foreign Language:** N/A
- **# Dance:** N/A
- **# Career and Technical Education (CTE):** N/A

#### School Composition (2017-18)
- **% Title I Population:** 97.0%
- **% Attendance Rate:** 88.8%
- **% Free Lunch:** 92.1%
- **% Reduced Lunch:** 3.9%
- **% Limited English Proficient:** 12.6%
- **% Students with Disabilities:** 39.4%

#### Racial/Ethnic Origin (2017-18)
- **% White:** 1.6%
- **% Hispanic or Latino:** 4.8%
- **% Economically Disadvantaged:** 4.8%
- **% Asian or Native Hawaiian/Other Pacific Islander:** 4.8%
- **% Black or African American:** 74.0%
- **% Multi-Racial:** 4.8%

#### Personnel (2015-16)
- **Years Principal Assigned to School:** 1.2
- **% of Teachers with No Valid Teaching Certificate:** 17%
- **% Teaching Out of Certification:** 42%
- **Average Teacher Absences:** 9.9

#### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4:** 21.4%
- **Mathematics Performance at levels 3 & 4:** 14.4%
- **Science Performance at levels 3 & 4 (4th Grade):** N/A
- **Science Performance at levels 3 & 4 (8th Grade):** 4.8%

#### Student Performance for High Schools (2016-17)
- **ELA Performance at levels 3 & 4:** N/A
- **Mathematics Performance at levels 3 & 4:** N/A
- **US History Performance at Levels 3 & 4:** N/A
- **4 Year Graduation Rate:** N/A
- **6 Year Graduation Rate (2011 Cohort):** N/A
- **% ELA/Math Aspirational Performance Measures (2015-16):** N/A

#### Overall NYSED Accountability Status (2018-19)
- **In Good Standing:** Yes
- **Local Assistance Plan:** No
- **Focus School Identified by a Focus District:** No
- **Focus School:** No
- **Focus Subgroups:** N/A

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - American Indian or Alaska Native: N/A
  - Black or African American: YES
  - White: N/A
  - Hispanic or Latino: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - American Indian or Alaska Native: N/A
  - Black or African American: NO
  - White: N/A
  - Hispanic or Latino: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO

- **Met Adequate Yearly Progress (AYP) in Science (2016-17):**
  - American Indian or Alaska Native: N/A
  - Black or African American: YES
  - White: N/A
  - Hispanic or Latino: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: YES

#### High School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17):**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>action plan for this Framework element?</td>
<td></td>
</tr>
</tbody>
</table>

After numerous discussions with the staff, consultants that support our school, our data and our Danielson reports, we believe that teachers must design impactful lessons for our students.

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

Last year our Generation Ready coach worked with teachers on developing higher level questioning techniques in order to engage students in conversation and thinking. He also has modeled for teachers the use of Socratic Seminar and Accountable Talk strategies to develop their pedagogy. This year we will continue to use Engage NY as well as Teachers College Reading and Writing program. Families have been engaged in how to help their child at home through our family workshops with CCLS and have also learned concrete strategies they can put into place to ensure students are able to access more complex and rigorous material in the classroom.

We are still committed to utilizing the full-time ICT model in both Humanities and Mathematics this year for 1 grade half of our students (1 ICT class on all grades 6–8). We will be receiving support from our BFSC as well our district office. Teachers will continue to inter-visit colleagues within the building and outside to observe best practices.

We will again be supported by Cambridge this year to sharpen our review and analysis of student data in both ELA and Math in order to improve instruction.

Part 2 – Annual Goal

| Goal                                                                 | By June 2019, teachers will design coherent instruction that is challenging, differentiated, have reasonable time allocations, and provides higher order thinking opportunities for all students, especially ELLs and Students with Disabilities as measured by 3% increase in NYS ELA Exam Test Score. |

Indicate your school’s 2018-19 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.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-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).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased support in our second year of using the Teacher’s College Reading and Writing curriculum with a focus on increased opportunities for reading and writing in the classroom.</td>
<td>Whole School</td>
<td>9/7/2017 – 6/28/2018</td>
<td>TC Staff developer</td>
</tr>
<tr>
<td>Monthly training of teachers by Teachers College staff developers.</td>
<td>Whole School</td>
<td>9/7/2017 – 6/28/2018</td>
<td>TC Staff Developer</td>
</tr>
<tr>
<td>Implementation of Engage NY curriculum focused on student discourse and diverse problem solving structures with training for teachers by Metamorphosis staff and support from our mathematics instructional coach at the BFSC.</td>
<td>Whole School</td>
<td>9/7/2017 – 6/28/2018</td>
<td>Metamorphosis consultant, BFSC instructional coach, Generation ready consultant</td>
</tr>
<tr>
<td>Continued implementation of structures such as Socratic seminar to increase student discourse and accountability.</td>
<td>Whole School</td>
<td>9/7/2017 – 6/28/2018</td>
<td>Generation ready Consultant, teacher leaders</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Throughout the course of the school year Administration, Staff, CBO, Parent Coordinator and PTA/SLT will host a series of workshops specific to parents and their understanding of rigorous instruction and common core. This series will be offered 2-3 times during the current 2017-18 school year.

### 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.

Monday and Tuesday afternoon PDs for teachers; off-site PD at Teachers College; Learning Partners school inter-visitations, BFSC support when necessary, In-house professional development based on professional development survey and additional planning periods for teacher teams to meet during the week.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>In Kind</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>
### Part 5 – Progress Monitoring

<table>
<thead>
<tr>
<th>Part 5a.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Formal and informal observations of teachers; feedback from Generation Ready, consultants and Teachers College coaches. PD days outside of school as well as teacher-led study groups.</td>
</tr>
<tr>
<td>Part 5b.</td>
<td>Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)</td>
</tr>
<tr>
<td></td>
<td>Danielson Evaluation Framework</td>
</tr>
<tr>
<td>Part 5c.</td>
<td>In <strong>February 2019</strong>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
<th>RAMS is located in one of the neediest communities in Brooklyn. 97% of our students come from families living below the poverty line. We recognize the need to provide social and emotional structures well beyond those of the typical middle school. Since the inception of the school, Partnership with Children has been integral in supporting us in this difficult area as well as our Single Shepard Guidance Counselor and Social Worker, as well as our Care Team. In addition to those structures, we continue to implement additional PBIS structures to support our students. Last year we established opportunities for students to have voice and choice through the student government and advisory council. Additionally, all students are seen whether on an individual or small group basis. Fina</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
<td>The purposes of our Lunch Club/School Time activities are manifold:</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
<td>● <strong>Lunch Time Tutoring</strong> creates an effective small group setting where children who need additional academic support can be nurtured and encouraged to grow as; students are tutored by the teacher and/or peers; it encourages teamwork and interdependence, and fosters entire school community;</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
<td>● <strong>Boys and Girls Groups</strong> focus on building positive peer relationships, encourages positive leadership and communication, and overall self-awareness.</td>
</tr>
<tr>
<td></td>
<td>● <strong>Peer Mediation</strong> trains mediators to peacefully resolve interpersonal conflicts which occur in the school. The program engages students in the promotion of positive relationships among the entire student body</td>
</tr>
<tr>
<td></td>
<td>● <strong>Student Council/School Store</strong> allows elected students to develop leadership skills, promote school spirit, provide a forum for student voice, and implement a RAMS school store where fellow students may purchase school related items with RAMS Bucks given out by teachers to students who earn the reward.</td>
</tr>
</tbody>
</table>

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
<th>By June 2019 The C.A.R.E. Team will implement a multi-faceted approach in identifying &quot;at-risk-students&quot;. This will result in the identification and delivery of monitored and appropriate services for students thereby resulting in improved student attendance, decreased student lateness and fewer teacher referrals for special services as measured by multiple data sources—i.e. LRE, attendance reports, sub-group reports, AIS, etc.</th>
</tr>
</thead>
</table>
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>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).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Student Council | 6-8 graders | Sept-June | Partnership with Children, Lead teacher, Principal |
| Girls Group and Boys Group/SWAT | At risk 6-8 graders | Sept-June | Partnership with Children, Principal |
| Peer Mediation training of students and PBIS | 6-8 graders | Sept-June | Partnership with Children, Single Shepherd, Advisory Group, Principal |
| Creation/Restructuring of teams: C.A.R.E Team, Attendance Team, Advisory Council, and Data Team. Additionally, students will be supported by offering Saturday Academy, "Zero Period", Academic After School and Academic Intervention Services. | 6-8 graders | Sept-June | Partnership with Children, Teams, Advisory Council, teachers, Principal |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

During this school year the school will offer a series of workshops for parents focused on ensuring that there is a supportive environment at home and in school. Parents will be encouraged to continue the work at home with their children. These workshops will be a collaboration between Administration, Staff, CBO and the Parent Coordinator. Over the course of the school year parents will be given the opportunity to participate in this type of workshop 2-3 times during the 2018-19 school year.

### 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.

$1G funds to support Partnership with Children, the Single Shepherd initiative. PWC provides us with 1 social workers and possibly 1-2 interns each year to work with our students and families. Taxy Levy, Title 1 funds will assist in providing resources/presenter's for parent workshops and providing attendance incentives for students.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
</table>
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.

Data will be reviewed monthly to determine whether participation in boys/girls groups, student council, SWAT is meeting the goal of improving attendance, decreasing interpersonal conflicts in the school and increasing academic achievement.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Attendance reports, referral reports, and OORS monthly infraction summary.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

The majority of our students perform far below grade level. Last year we made progress in raising student proficiency in ELA while we lost some strides in mathematics. This year we will broaden our academic interventions to include those students who are closest to achieving proficiency as well as those who are struggling to approach and meet standards. We will host after-school tutoring sessions, Saturday School for our higher achieving students to push them to proficiency, and small group pull out for the lowest third.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, Teachers will collaboratively look at student work following a protocol with a focus on utilizing data to drive instruction which will result in an increase of student outcomes as measured by the results of the NYS ELA and Math Exams.
Part 3a – 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:

- Evidence-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., average/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish vertical Math and ELA teams to review curriculum to ensure continuity of skills development.</td>
<td>Content area teachers</td>
<td>9/8/2018-6/28/2019</td>
<td>Departmental lead teachers</td>
</tr>
<tr>
<td>Provide training to ELA and Math Teams in analysis of student work to identify skill strengths and weaknesses in order to revise curriculum and plan for AIS interventions. Principal will host one on one data chat meetings with teachers to discuss student status, strengths, weaknesses and plan of action for student improvement.</td>
<td>ELA and Math teachers</td>
<td>9/8/2018-6/28/2019</td>
<td>Partnership with Cambridge, administration and data teacher/team.</td>
</tr>
<tr>
<td>Support teachers with Professional Development from Cambridge, and BFSC. This is done through weekly meetings and also immediate feedback from Administration. Time is also spent planning and revising units to best meet student needs and also push them.</td>
<td>Math team including special education teachers</td>
<td>9/8/2018–6/28/2019</td>
<td>Administration, lead teachers, BFSC instructional team and Cambridge.</td>
</tr>
<tr>
<td>Support ELA team with Professional Development from Teachers College coaches. This is done through weekly meetings and also immediate feedback from Administration. Time is also spent planning and revising units to best meet student needs and also push them.</td>
<td>ELA team including special education teachers</td>
<td>9/8/2018–6/28/2019</td>
<td>Administration, lead teachers, TC staff, Cambridge consultant and BFSC instructional team.</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

During this school year the school will offer a series of workshops for parents to support their understanding so that they are able to fully support their children at home. These workshops will be a collaboration between Administration, staff, CBO and Parent Coordinator. Over the course of the school year parents will be given the opportunity to participate in this type of workshop 2-3 times during the 2018-19 school year.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
SiG funding is being used to pay for TC and Cambridge coaches/staff developers as well as off-site professional development for teachers and administration. Common meeting time will be provided to all vertical teams. Schedule allocates time for daily AIS intervention for students in Math and ELA.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**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.

Teachers meet once per week to look at student work, analyze data from whole school common assessments (SchoolNet, NYCPT, NYReady and teacher made assessments). Student progress will be monitored regularly using these tools during weekly data meetings. Students will also be benchmarked every six weeks to determine if progress has been made and whether current interventions are working.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Benchmark data sheets to track percentages of mastery and growth.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Currently teachers at RAMS have been focusing on the 8 components that are rated in teacher evaluations from the Danielson framework and we have engaged in lesson studies and also protocols to observe one another and identify areas and ways to improve. We have found through the analysis of the 2018 year-end ratings, that there are a variety of components we focus on, but decided to focus on Designing Coherent Instruction. Differentiating for students with learning challenges can be improved school-wide and we will continue to focus on components of the Danielson Framework that best align to improving the design and delivery of lesson plans.

FOCUS: Designing Coherent Instruction

Content activity and assessment

To what extent are teachers planning lessons based on standards/pacing guides? Is pacing and sequencing appropriate? Are the student learning objectives reflective of pacing? Are the learning activities appropriate for all students (i.e. including all groups-SWDs, ENL, etc.)? Did the teacher differentiate for all learners and all learning styles? Are the materials and resources appropriate? Were the instructional groups based on data and how will the teacher make adjustments? Are the instructional strategies used by the teacher suitable to the discipline, and to what extent do they promote student agency in the learning of challenging content? Did the teacher intentionally plan for engagement opportunities that advance learning?

Danielson Alignment:

<table>
<thead>
<tr>
<th>Alignment:</th>
<th>Sources of Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● 1e-Design of Instruction</td>
<td>● Planning Documents, Observations (the nature of work that students are doing, the quality of teacher presentations of content, the nature of student discourse and class discussion) and samples of student work.</td>
</tr>
</tbody>
</table>

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, Teachers will participate in 6 week professional development cycles that are aligned with the school wide goals and individual teacher needs that will promote learning and improves teacher practice as measured by the MOTP Advance Data.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>Sept. - June</td>
<td>Principal, Teachers</td>
</tr>
<tr>
<td>Teacher</td>
<td>Sept. - June</td>
<td>Principal, Teachers</td>
</tr>
<tr>
<td>All teachers</td>
<td>Sept. - June</td>
<td>Principal, Coaches</td>
</tr>
<tr>
<td>All teachers</td>
<td>Sept. - June</td>
<td>Principal</td>
</tr>
</tbody>
</table>

- Individual meeting (IPC) with Principal in September to identify area of need for teacher based on 2017-18 MOTP and feedback. Teachers will complete a professional development survey to assist in identifying needs as well.

- Teacher provides a plan/timeline for next steps to be shared with principal. 3 additional data chats/meetings scheduled to monitor progress.

- Principal provides professional development through TC, BFSC, Cambridge, Learning Partners triad visits, inter-visitations, and learning walks to support growth towards goals.

- Principal regularly conducts formal and informal observations of teacher practice. Principal tracks needs of teachers through use of feedback tracker.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Throughout the course of the school year Administration, Staff, CBO, Parent Coordinator and PTA/SLT will host a series of workshops specific to parents and their understanding of Effective School Leadership and the connection to parent leadership at home. This series will be offered 2-3 times during the current 2018-19 school year.

### Part 4 – Budget and Resource Alignment

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

SIG funds for hiring of coaches and per session coverage for PD where teachers are in workshops or at PD sessions out of the building. Additionally, LPP funds will be used to cover per diem/per sessions.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>C4E</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP
### Part 5 – Progress Monitoring

<table>
<thead>
<tr>
<th><strong>Part 5a.</strong></th>
<th>Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular formal and informal observations conducted by principal and feedback from coaches as well as resources to help support growth within the classroom. Administration will conduct 3 check-ins during the school year with all teachers.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part 5b.</strong></th>
<th>Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher observation reports to determine trends and chart improvement and feedback tracker.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part 5c.</strong></th>
<th>In <strong>February 2019</strong>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</th>
</tr>
</thead>
</table>

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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

When the school opened in 2013, parent and family involvement was very low and the percentages of participation from the phase-out school were 5% and under. There was no functional PTA and no parents on the School leadership team that attended regular meetings. We designed a program to increase parents and family involvement so that parents would have a voice and offer opportunities for them to learn and be active participants in their child’s experience in school. Parent University offers 9 monthly workshops to parents and families based on surveys that are filled-out the previous year by parents. Workshops included Common core Learning Standards breakdown and how to support learning at home, eating healthy on a budget, sexuality and adolescents, developmental milestones for adolescents, gang awareness and anti-bullying and technology in the home. Currently, parent and family involvement has increased and we continue to offer activities/workshops that will increase parent participation with the student. Parent University continues to be at the forefront of our activities while the PTA/SLT both continue to assist in getting additional parents involved.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, the Family, Community Outreach Team will maximize the resources available within the local community and the school at large which will result in an increase of parent participation by 10% as measured by the results of the NYC Learning Environmental Survey.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased technology usage (i.e. Video-tape Parent Academy sessions for parents to view on-line, school website, etc.)</td>
<td>Parents</td>
<td>Oct.-June</td>
<td>Parent Coordinator, Principal</td>
</tr>
<tr>
<td>Increase parent outreach through school calendar, fliers, phone calls, and community partnered events (i.e. Career Day, Book Clubs, Parent University)</td>
<td>Parents</td>
<td>Oct.-June</td>
<td>Family, Community Outreach Team, Parent Coordinator and Principal</td>
</tr>
<tr>
<td>Visit local businesses to develop school-community relationships and utilize resources</td>
<td>Parents and local businesses</td>
<td>Oct.-June</td>
<td>Family, Community Outreach Team, Parent Coordinator and Principal</td>
</tr>
<tr>
<td>Increase student participation in planning and delivering information during Parent Academy to encourage parents to come and develop student leadership and ownership abilities.</td>
<td>Parents and students</td>
<td>Oct.-June</td>
<td>Parent Coordinator, Principal</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Riverdale Avenue Middle School has enlisted the support of Partnerships With Children to support our families and the community. Additionally RAMS will develop relationships with local businesses to support student learning, parental needs and the school community at large.

### 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.

Title 1 funds to support the workshops as well as SIG funds to include partners at the academic Parent University sessions.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**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.

After each PU session, attendance will be compared to previous events and credits will be awarded to families. Outreach from the Family, Community Outreach team, Partnership with Children and our Parent Coordinator (telephone, mailings and home visits) will be used to guarantee an increase in the participants for the next month. Our PC meets each week with PWC and administration to check-in with future events and identify improvements that can be made moving forward. Finally, the newly created Family, Community Outreach Team will meet monthly to discuss and identify the needs of the entire school community.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Attendance sheets from PU events and credit accrual from each family member attending workshops/viewing videos online.

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Data analysis of School Net and NYS baseline and benchmark tests, running records and NY ready ELA, teacher observation, CARE team referral</td>
<td>Tutoring Afterschool Small group pull-out Full-time ICT in 50% of RAMS Classrooms Lunch Time Tutoring</td>
<td>One on one and Small group (no more than 9)</td>
<td>During the school day and after school</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Data analysis of School Net and NYS baseline and benchmark tests, NY ready Math, teacher observation, CARE team referral</td>
<td>Small group pull-out Full-time ICT in 50% of RAMS Classrooms Lunch Time Tutoring</td>
<td>One on one and Small group (no more than 9)</td>
<td>During the school day and after school</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Mastery tracker, check-ins, monthly progress reports</td>
<td>Revision activities, repeated readings, lunch groups for additional assistance and reinforcement</td>
<td>Individual and small group</td>
<td>During the school day and after school</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Mastery tracker, check-ins, monthly progress reports</td>
<td>Revision activities, repeated readings, lunch groups for additional assistance and reinforcement</td>
<td>Individual and small group</td>
<td>During the school day and after school</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td><strong>At-risk guidance sessions, Partnership with Children groups and individual sessions.</strong></td>
<td><strong>Girls group, Boys group, peer mediation, lunch time groups</strong></td>
<td><strong>Individual and small group</strong></td>
<td><strong>During the school day and after school</strong></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>


### Section 7: Support for Students in Temporary Housing (STH)

**Directions:**
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**


#### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>25</td>
</tr>
</tbody>
</table>

2. Please describe the services you are planning to provide to the STH population.

PWC and our Parent Coordinator ensure all students have the uniforms and supplies that they need as well as supports for the families to secure permanent housing. PWC and PC also collaborate with DOE housing reps from temporary housing facilities to communicate events at the school and ensure student attendance is in good standing. Administration hosts an annual "get to know the parents dinner" for our students and families in temporary housing. Students are provided with any necessary supplies to be successful.

#### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
</tr>
</thead>
</table>

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

<table>
<thead>
<tr>
<th>N/A</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>N/A</th>
<th></th>
</tr>
</thead>
</table>
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th>Indicate with an “X” your school’s Title I Status.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide Program (SWP)</td>
</tr>
</tbody>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A
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.).

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Each week our data teams sit to look at students work, align benchmark assessments to current scope and sequence, and make curricular adjustments to existing unit plans based on the data from recent benchmark assessments. We have been assigned a data consultant from teachers college for the 2018-19 to assist in getting ELA benchmark data into templates that are easy to read and analyze by skill and standard. Cambridge will also use data in conversations with teachers to assist in making connections between curriculum, instruction and assessment. An assessment calendar is released at the beginning of the school year to outline the times for our ELA and Math benchmarks as well as the weekly meetings to analyze and amend curriculum to best meet student needs.

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

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 codes. 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 consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$85,377.00</td>
<td>X</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>0</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Title III, Immigrant | Federal | 0 | N/A |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>1,124,828.00</td>
<td>9-20</td>
</tr>
</tbody>
</table>

**Explanation/Background:**

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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

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

**Important Note:** The following funds **may not** be consolidated:

• **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Riverdale Avenue Middle School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Riverdale Avenue Middle School will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- 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

Parental Involvement and School Quality

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., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act (ESSA);

● 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;

---

**Encouraging School-Level Parental Involvement**

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

● holding an annual Title I Parent Curriculum Conference;

● hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

● encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

● supporting or hosting Family Day events;

● establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

● encouraging more parents to become trained school volunteers;

● providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

● developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

● providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

---

**School-Parent Compact (SPC)**

School-Parent Compact (SPC) Template

Riverdale Avenue Middle School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student
achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### I. School Responsibilities: High Quality Curriculum

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

● creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

● assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

● sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

● supporting parental involvement activities as requested by parents;

● ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

● advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for the Every Student Succeeds Act (ESSA) and Title I programs;
### II. Parent/Guardian Responsibilities

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

### III. Student Responsibilities

**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.
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADUES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borough</td>
<td>Brooklyn</td>
</tr>
<tr>
<td>School Number</td>
<td>668</td>
</tr>
<tr>
<td>School Name</td>
<td>Riverdale Avenue Middle School</td>
</tr>
</tbody>
</table>

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**: Kiersten Ward
- **Assistant Principal**: 
- **Coach**: 
- **ENL (English as a New Language)/Bilingual Teacher**: Yvelle Thornton
- **School Counselor**: Nicholas Pisani
- **Teacher/Subject Area**: Parent
- **Teacher/Subject Area**: Parent Coordinator Veda Dorsey
- **Related-Service Provider**: Field Support Center Staff Member
- **Superintendent**: Mauriciere de Govia
- **Other (Name and Title)**: 

C. Teacher Qualifications

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

| Number of certified ENL teachers currently teaching in the ENL program | 1 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 0 |
| Number of teachers who hold both content area/common branch and TESOL certification | 0 |

| Number of certified bilingual teachers currently teaching in a bilingual program | 0 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 0 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 0 |

| Number of certified ENL teachers 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) | 0 |
| Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| Total number of students in school (excluding pre-K) | 83 |
| Total number of ELLs | 7 |
| ELLs as share of total student population (%) | 8.43% |

2018-19 CEP
A. ELL Programs

<table>
<thead>
<tr>
<th>This school serves the following grades (includes ELLs and non-ELLs)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
</table>

Check all that apply:

- Transitional bilingual education program (TBE)
- Dual language program (DL)
- Freestanding ENL

This school offers (check all that apply):

- Yes ☐ No ☠ If yes, indicate language(s):
- Yes ☐ No ☠ If yes, indicate language(s):
- Yes ☠ No ☐

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Bilingual Program Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   MS 668 uses TCRWP to assess our students' early literacy skills. Information from this assessment allows us to evaluate fluency, comprehension, decoding strategies, and word attack skills. This data is used to assign a student their reading level, and to determine next steps that the teacher must take to move each child forward. This data is also used for grouping students for our extended day program.

2. What structures do you have in place to support this effort?

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
Our ESL students have not performed at high levels in the ELA test and we are currently giving them additional practice in tests taking strategies and increasing reading stamina during Saturday school sessions and after-school tutoring.

4. What structures do you have in place to address interventions once the summative data has been gathered?

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

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

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

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

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

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].

We are starting year 3 in the fall of 2015. Based on their NYSESLAT results, our students are strongest at listening and speaking. Reading and writing are two modalities that are areas of greater difficulty for our students.

In writing, scores range from...

In reading the majority of scores were in the ... range.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
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.
      i. We have a departmentalized schedule so we will use two organizational models for providing ESL services because we do not want our students to miss instruction in the content area. Therefore, our primary form of ESL instruction is focused on push-in during the ELA blocks. However, depending on student need, children will occasionally be provided with pull out services. Our ESL teacher has begun to pull students during Advisory three times per week in addition to push-in and other pull-out for beginners. Classes travel together as a group in a block. Classes are heterogenously grouped. We have two ICT, two general education and one self contained bridge class.
   b. TBE program. If applicable.
      N/A
   c. DL program. If applicable.
      N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

      At this time, our ESL teacher provides 180 minutes per week to our ESL students. This time will be delivered while the children are in the ELA block and also pull-out during afternoon classes. ESL students also receive three morning sessions during advisory class for 45 minutes each.

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

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

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

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

   All evaluations are currently conducted in English. However, we have ordered State Exams in other languages should the need arise.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

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

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

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

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

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

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

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

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

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

The ESL teacher will provide targeted intervention service to students during ELA. In Math, Science and Social Studies, students primarily work in small groups or partnerships. We have co-teaching models utilized in several of our Math classes. We utilize the inquiry model, using essential questions to guide our students’ learning. Each student participates in the Advisory Program every day and goes on an Advisory or Enrichment trip every month. Struggling students are placed in our Extended Day program.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

Before we try new programs or improvements, we will consider how the students already are progressing through the current programs we are using.

10. If you had a bilingual program, what was the reason you closed it?

We will utilize the integrated push-in model more frequently than the pull out as we do not want to disrupt the learning day of our ELLs.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All students are offered the opportunity to participate in opportunities that help to develop them into individuals with unique interests, passions, and likes. As such, our after school programs seek to develop student’s individual interests. We have several clubs including wrestling, cheerleading, arts, theater, dance, etc. that are available to all students.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

The instructional materials and technology that are used to support ELLs include Individual laptops and videos. Leveled books are available and used to support ELLs. Reading materials in different genres, non-fiction texts and vocabulary building dictionaries are used in content areas.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

Students who are more comfortable writing in their native language are encouraged to do so. Books in various languages are part of every classroom library.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

Required services support and resources correspond with ELL’s ages and grade levels by having students grouped according to their corresponding age level, and are given the opportunity to collaborate and work with their peers as much as possible. Related service providers group students based on both age and ability level, in order to maximize instructional time with students. Related service providers also interact with the classroom teachers to further support and check on student’s development.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

The instructional materials and technology that are used to support ELLs include Individual laptops and videos. Leveled books are available and used to support ELLs. Reading materials in different genres, non-fiction texts and vocabulary building dictionaries are used in content areas.
16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Activities in Riverdale Avenue Middle School that are provided for newly enrolled ELL students would include a tour of the school building and grounds as well as the student’s mainstream and ELL classrooms. Meeting with the classroom teacher prior to school starting, and ensuring that the student will have a "buddy" to help him/her transition to their new school. Also, making time for the Administration to meet the child so they are aware of each new ELL student and help them feel welcome. Through the collaboration of teachers, cluster teachers, and the Administration a schedule is submitted for approval containing the required instructional minutes for all our ELL's as per the CR Part 154. English Language Learners receive between 180 and 360 minutes every week depending on their levels as determined by the NYSITELL or the NYSESLAT. ELL students whose Proficiency level is identified as a Beginner or Intermediate level are scheduled to receive 360 minutes per week. Advanced ELL students receive 180 instructional minutes per week. The ESL teacher immediately inputs the student into the schedule for the appropriate minutes per week. The ESL teacher works in collaboration with the classroom teachers, the Children First Network (Cluster 1), and the administration to ensure that all of our ELLs (newcomers, long-term, and those with special needs) receive their mandated ESL minutes per week.

17. What language electives are offered to ELLs?

We will offer a Spanish this year during our after school program.

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

   N/A
how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

In the upcoming year, we are going to be a fully functional 6-8 school. Therefore, we will encourage parents and students to attend high school visits, inform all parents about high school fairs, and have our guidance staff take families to schools during the school day. We have currently planned visits to NYC college campuses so that students understand what their futures will hold and understand the steps needed for higher education.

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

Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
   Parents are involved with the school from the beginning of the school year when they attend our orientation meeting and are offered the different options available for ELL services. Throughout the year the staff communicates with ELL parents in their native language through informational packets and home mailings. A translator is present when there is an IEP meeting or whenever a parent has a question. We have taken advantage of the telephone translation services for Parent Teacher Conferences and other parent meetings. Parent Teacher Conferences (2x a year); extended day goals for students (3x a year) Aris parent website. The Riverdale Avenue Middle School promotes workshops for parents on the common core State Standards as well.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
   We encourage all our ELL parents to come to meetings and discuss issues and school events. This allows for our parents to work together and speak to issues that may only relate to their children. This also allows for parents to foster better relationships with our teachers so that we can promote student progress and figure out the best ways to ensure student success.

Additional Information

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

As a school, we are aware that we need to offer a bilingual program if there are 15 or more students on one to two grade levels who speak a common language other than English. If we have a drastic increase in our ELL population in the coming years, we will begin to explore that option.
In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Kiersten Ward, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interrupted/inconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kiersten Ward</td>
<td>Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Assistant Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Veda Dorsey</td>
<td>Parent Coordinator</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Jennifer Dewing</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Melissa O'Connor, SPED</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Benjamin Halioua</td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Mauriciere de Govia</td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Margery Cooper</td>
<td>Other _____</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other _____</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other _____</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

DBN: || School Name: || Superintendent: ||

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
</table>

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
• Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?