2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 10X141
School Name: RIVERDALE / KINGSBRIDGE ACADEMY (MIDDLE SCHOOL / HIGH SCHOOL 141)
Principal: LORI O’MARA
Comprehensive Educational Plan (CEP) Outline

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: David A Stein Riverdale Kingsbridge Academy MS/HS 141
School Number (DBN): 10x141
BEDS Code: 321000011141
Grades Served: 6-12
School Address: 660 W. 237th St, Bronx, NY 10463
Phone Number: 718-796-8516
Fax: 718-796-8657
School Contact Person: Lori O’Mara
Email Address: Lomara@schools.nyc.gov
Principal: Lori O’Mara
UFT Chapter Leader: Michael Flanagan
Parents’ Association President: Amy Carr
SLT Chairperson: Vicki Auerbach
Title I Parent Representative (or Parent Advisory Council Chairperson): Farrah Rubin
Student Representative(s): TBA
CBO Representative: Dan Eudene

District Information

Geographical District: 10
Superintendent: Maribel Hulla
Superintendent’s Office Address: 1 Fordham Plaza, Bronx, NY
Superintendent’s Email Address: Mhulla@schools.nyc.gov
Phone Number: 718-741-5852
Fax: 718-741-7098

Field Support Center (FSC)
FSC: Bronx

Executive Director: Jose Ruiz

Executive Director’s Office Address: 1 Fordham Pl

Executive Director’s Email Address: JRuiz2@schools.nyc.gov

Phone Number: 718-828-7776
Fax: 718 741 7098
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent 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>Lori O'Mara</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Michael Flanagan</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Farrah Rubin</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Roxanne Vrettos</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Robin Hochroth</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Denis Haxija</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>Emily Randolph</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>Dan Eudene</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Yecencia Lahoz</td>
<td>Member/ PA</td>
<td></td>
</tr>
<tr>
<td>Pat Kenny</td>
<td>Member/ PA</td>
<td></td>
</tr>
<tr>
<td>Tim Smith</td>
<td>Member/ PA</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>Richard Espinal</td>
<td>Member/ PA</td>
<td></td>
</tr>
<tr>
<td>Loretta Bellom</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Kim Johnson</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Laura Roberts</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></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></td>
</tr>
<tr>
<td><strong>Supportive Environment</strong></td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong></td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong></td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong></td>
</tr>
<tr>
<td><strong>Trust</strong></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><strong>Our Mission Statement:</strong></td>
</tr>
<tr>
<td>The David A. Stein Riverdale Kingsbridge Academy, also known as MS / HS 141, is committed to providing a rigorous curriculum in a community-based environment. We offer a comprehensive liberal arts and science program that exceeds New York State and Common Core standards and takes advantage of the rapidly expanding technological opportunities of the Information Age.</td>
</tr>
</tbody>
</table>

2018-19 CEP
We seek to create an atmosphere that will challenge each individual student to become a creative, independent, critical thinker and foster a life-long love of learning. We encourage students to accept the risks and rigor of academic life in order to achieve mastery in a variety of disciplines including intellectual, artistic, physical, moral, and emotional development.

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.

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

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

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

As a MS/HS which spans 7 years of adolescent growth, our guidance department offers extensive services. We have guidance counselors dedicated to academic programming which ensures that students receive the most rigorous program possible placing them in a prime position for the college application process. Students participate in assemblies, lunch bunches, guidance groups, one on one planning sessions, and in-class lessons as they explore colleges and careers. In addition we provide counseling services for students through three dedicated social workers and a Substance Abuse Prevention and Intervention Specialist. RKA students also get involved by earning Tiger Tokens through our PBIS program called Tiger PRIDE. PRIDE stands for Punctuality, Respect, Independence, Determination, and Enthusiasm. We feel that these character traits lead to positive academic and social/emotional growth.
Our parents are very involved, and our commitment to our role as the local school of choice drives many of the activities in which we engage. We are in constant communication with our feeder schools regarding articulation and transitioning of students to our school as well as identifying ways in which our students can support the feeder schools. One thing that our staff, parents and students value about our school is the community. Most students attend RKA for 7 years and experience a wide variety of activities and opportunities. Having a zoned admission policy for the MS ensures that many students have siblings and relatives who also attend the school. Similarly, many parents attended this school as it has long standing roots in the community. Our staff is relatively steady often coaching or working in our after school program as well as teaching during the day. Many staff also live locally. This intimate familiar feel is one which leaves students feeling socially responsible and a part of the larger community.

Our closest community partner is the Riverdale Community Center. For over 47 years, their offices and program have been located in the school. They offer an extensive after school program attended by nearly 200 MS students. They also offer clubs and extra-curricular activities to the HS students. Their Tuesday evening and Saturday morning programs engage local residents as well.

We have partnerships with other local institutions such as Thrive Collective, Counseling in Schools, Mosaic Mental Health, Wave Hill Community Garden, Riverdale Y, NYPL, Riverdale Mental Health Association, College of Mount St. Vincent, 92 St Y, 50th Precinct NYPD Explorers Program, and Fieldston School for Ethical Culture.

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

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

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

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.

Goal #3-One area where we made impressive gains last year was in our Common Planning periods. This was a huge change for the school and a celebrated area of success during our School Quality Review. Teachers used their Circular 6 time to meet in collaborative teams (as departments, as co-teachers, with support staff). Staff discussed lesson planning, curriculum and other pedagogical issues. Meetings were tracked using Google Drive. In sum, staff were able to learn from one another and share best practices.

Goal #1- Another area of success was the inclusion of 3 or more significant samples of student work into our student work folders. Every major subject area maintained a folder system and included at least three pieces there. The pieces were all aligned to rubrics and featured opportunity for feedback, drafting and student reflection.
Goal #2/5- we were also successful in continuing or initiating new school partnerships thus allowing us to improve the quality of the school, its available programming, and the services to students. The existing partnerships that were developed and enhanced this year include Mosaic Mental Health (Mental Health Services), Teacher Center Initiatives (mentoring), College of Mount St. Vincent (Dual Enrollment), Manhattan College (teacher prep), extensive library programming (History Day), and Riverdale Community Center of RNH (enrichment programming). The new partnerships include Kiwanis Club (service), Mindset Works (Growth Mindset), Thrive Collective (Arts and Media), College Access for All MS, Creative Arts Team at Lehman College (SEL). Already we expect the following year will also include partnerships with College Access for all HS, One Goal, and Teacher Career Pathways (providing 4 Model Teachers).

In the upcoming school year, our Instructional Focus will be "If Learning Targets for units and lessons are clearly understood by both teachers and students, then delivery of instruction, students' work pieces, learning activities and assessment (formative and summative) will become more aligned and effective in meeting grade-level standards."
### School Demographics and Accountability Snapshot for 10X141

#### School Configuration (2018-19)
- **Grade Configuration**: 06.07.08.09.10.11,12
- **Total Enrollment (2017-18)**: 1513
- **SIG Recipient (Y/N)**: No

#### 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)**: 135
- **# SETSS (ELA)**: 11
- **# Integrated Collaborative Teaching (ELA)**: 91
- **# Special Classes (Math)**: 127
- **# SETSS (Math)**: 11
- **# Integrated Collaborative Teaching (Math)**: 92

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 22
- **# Music**: 18
- **# Drama**: 35

#### School Composition (2017-18)
- **% Title I Population**: 51.0%
- **% Attendance Rate**: 93.9%
- **% Free Lunch**: 46.3%
- **% Reduced Lunch**: 5.0%
- **% Limited English Proficient**: 6.7%
- **% Students with Disabilities**: 19.7%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 0.6%
- **% Black or African American**: 9.0%
- **% Hispanic or Latino**: 56.4%
- **% Asian or Native Hawaiian/Pacific Islander**: 7.7%
- **% White**: 25.4%
- **% Multi-Racial**: 1.5%

#### Personnel (2015-16)
- **Years Principal Assigned to School**: 11.26
- **# of Assistant Principals**: 8
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification**: 19%
- **% Teaching with Fewer Than 3 Years of Experience**: 14%
- **Average Teacher Absences (2014-15)**: 6.3

#### School Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4**: 53.3%
- **Mathematics Performance at levels 3 & 4**: 41.7%
- **Science Performance at levels 3 & 4 (4th Grade)**: N/A

#### Overall NYSED Accountability Status (2018-19)
- **School Performance for High Schools**: N/A
- **Reward**: No Recognition
- **In Good Standing**: Yes
- **Focus District**: Yes
- **Priority School**: No

#### 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
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: NO
  - Economically Disadvantaged: NO
  - ALL STUDENTS: NO

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

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

##### High School

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

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

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

---

2018-19 CEP
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

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.

All College and Career Readiness profiles indicate that employers of the 21st Century are looking for students who are creative and innovative problem solvers and looking for ways to advance society. Building on the success of our existing Student Work Folder system, we want to increase the opportunities that students have for practical or real world problem solving. This was an area of growth indicated in PPO visit #1 2017/18.

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–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, each student portfolio will contain 3 significant pieces of student work including at least one piece specifically addressing real-world problems, issues or scenarios aligned to economic, social, cultural, political or environmental change.
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>August- Administrators attend PD focusing on content</td>
<td>AP Supervision</td>
<td>August</td>
<td>Principal</td>
</tr>
<tr>
<td>September - introduce goal and discuss at Faculty Conferences and at PD opportunities</td>
<td>Teachers</td>
<td>Sept</td>
<td>Principal and APs</td>
</tr>
<tr>
<td>November - December implement PLC #2 on development of real world tasks for inclusion in curriculum and portfolios</td>
<td>Teachers</td>
<td>Nov-Dec</td>
<td>Principal and AP Supervision</td>
</tr>
<tr>
<td>December- May- classroom observations and feedback</td>
<td>Teachers</td>
<td>Dec-May</td>
<td>Principal and APs</td>
</tr>
<tr>
<td>Jan- Portfolio check and determine next steps</td>
<td>Teachers</td>
<td>Jan</td>
<td>Prin and AP</td>
</tr>
<tr>
<td>March - Portfolio check</td>
<td>Teachers</td>
<td>March</td>
<td>Prin and AP</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.

Parent workshops by subject led by department APS, Student led Conferences

Part 4 – Budget and Resource Alignment

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

PD time is included in the teachers’ contract so no additional funding is needed to cover teacher salary. Some teachers’ Circular 6 assignments will be serving as Department Assist. Use of Model Teachers to support existing teachers and Mentoring Teachers to support newer teachers.

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>X</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>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.
By Jan 2019, each teacher will have identified a project (or have completed the project) to be included in the student portfolios including real-world problems, issues or scenarios aligned to economic, social, cultural, political or environmental change. Information collected through a Google Survey.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Review of student work folders, agendas and work products from Common Planning and PD time. Google survey to collect individual teacher responses.

**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 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

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.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

Students and families do report that the school is a supportive environment for students. We receive many compliments on this, but some of our students are still in need of codified Social Emotional Support. We recently received an influx of resources including a grant to bring in Counseling in School and many staff have attended training on Restorative Circles. The frequency of our Level 3 and higher incidents have increased and we are looking for alternate ways to connect with students in order to help them resolve disputes.

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–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, Restorative Circles will be piloted with at least one grade in the school meeting once every six day cycle in groups of no more than 1:15.
### 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>Activity/Strategy</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>July and August- Create student programs</td>
<td>6th and 8th grade students most likely</td>
<td>July and August</td>
<td>Ap Organization</td>
</tr>
<tr>
<td>July and August- staff members plan curricula</td>
<td>6th and 8th grade students most likely</td>
<td>July and August</td>
<td>Mike Lepeti, Marita Keane</td>
</tr>
<tr>
<td>PD provided to staff on de-escalation techniques and Restorative Circles</td>
<td>differentiated groups of staff</td>
<td>fall</td>
<td>Staff from Counseling in Schools</td>
</tr>
<tr>
<td>implementation of Restorative Circles</td>
<td>6th and 8th grade students most likely</td>
<td>Sept- May</td>
<td>Lepetit and Keane</td>
</tr>
<tr>
<td>on going PD and reporting on Restoration Circles progress</td>
<td>teachers and other school employees</td>
<td>Nov, Feb, May</td>
<td>APOs and Lepetit and Keane</td>
</tr>
<tr>
<td>potential development of Peer Mediation program from the configuration of</td>
<td>all students</td>
<td>Sept- June</td>
<td>Ozuna and Cuello</td>
</tr>
</tbody>
</table>

### 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.

Specific section from Counseling in Schools to be included in Principal’s Newsletter (6x per year written by Ozuna and Cuello,) presentation at PA Meetings and grade level meetings by Cuello/Ozuna, welcome letter/consent in Opening Day packet (Prince),

### Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

By Feb 2018, 80% of at least one grade will be meeting in Restorative Circles at least once every 6 days in groups of 1:15. Principal and teachers will have a conference to check our programs, but most of the compliance aspect of this should be completed by September as programming it is the main challenge.

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

Students sign in sheets, staff attendance, curriculum and plans, student programs. Google Survey for students to collect feedback. Review of OORS data through Safety Meetings.

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.

Teachers are very willing to help one another and work together to improve student outcomes, but they rarely see one another in action. Although we made tremendous strides in Common Planning, some growth is still needed in teacher inter-visitations. Very few teachers (less than 20%) completed intervisitations to one another in 2017-18. This data is reflected in Common Planning notes from 17-18 and in the School Quality Review.

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, 80% of staff will have participated in at least two intervisitations to lab site or colleagues' classrooms.

2018-19 CEP
### 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) 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>teachers</td>
<td>July, Aug</td>
<td>Lori O'Mara, Sheilagh Lustig, Stacy Miller, Model Teachers</td>
</tr>
<tr>
<td>Teachers</td>
<td>Sept</td>
<td>Principal AP Supervision, Department leads, and Model Teachers</td>
</tr>
<tr>
<td>Teachers</td>
<td>Sept</td>
<td>Principal, AP Instructions, and Model Teachers</td>
</tr>
<tr>
<td>teachers</td>
<td>Oct to Jan</td>
<td>Model Teachers</td>
</tr>
<tr>
<td>Teachers</td>
<td>Sept to May</td>
<td>Model Teachers and Principal and APs</td>
</tr>
<tr>
<td>teachers</td>
<td>Feb to May</td>
<td>Model Teachers</td>
</tr>
</tbody>
</table>

July/ August- Plan out organizational structures that will allow for intervisitations

Sept - set expectation for this work time with staff

Develop criteria and supporting documentation protocol for intervisitations

Oct to Jan- teaching staff conducts intervisitations 1

Sept to May- monthly instructional meeting

Feb to May- teaching staff conducts intervisitations 2

### 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.**

- Written section in Principal's Newsletter with updates and tips for at home (6x per year, written by Model Teachers), Possibly inviting parents into lab site visits. Inclusion on website. Presentation at PA meeting by model teachers, communication from principal, opening day packets, emails through @rka141.org accounts

### 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.

- Use of compensation through Teacher Career Pathways and Tax Levy

**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>X</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>
</table>

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

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

By January 2019, we will have monthly meeting notes from instructional leadership meetings and supporting documentation for 1 visit each from 90% of the teachers.

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

Agendas, work products, calendars, newsletters, attendance and reflection sheets.

**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

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</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. Teacher occasionally report not being aware of or engaged in the school planning. There is also a sense that people are working on separate initiatives with little awareness of what is happening other departments or areas.</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?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>By June 2019, school leaders will create and sustain at least 4 new teams which will support our students in becoming college and career ready: College Access for All HS, College Access for All MS, Student Support Team, Teacher Leaders.</th>
</tr>
</thead>
</table>
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).

| Plan PD calendar, and monthly meetings | Pedagogues | Summer | Principal, cabinet |
| selection of teams - survey and assignment | Pedagogues | September/October | Principal, cabinet, teachers |
| meet and develop action plans and routines | Pedagogues | Nov, Jan, June | Principal, teams |

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.

Principal presentation at PA meetings, Special section in Newsletter (6x a 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.

| Tax levy for PD time by contract |

**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>X</td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</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.

By Jan 2019, review monthly agendas. Groups should have met at least 4 times each.

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

agendas, surveys, notes taken from sessions, feedback forms, PD plan/calendar
**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 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.

According to teachers, observations, and feedback sheets, attendance at SLC in May is diminishing, especially in the HS. Although many middle school parents and teachers like the night as is, perhaps a different approach can be tried. We had great success piloting a student reflection protocol in the 6th grade and in the make ups this year.

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, school staff will develop a student reflection protocol that allows students to reflect (with their parents) upon their individual accomplishments using their student work folders as a guide.
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 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>Students</td>
<td>Aug/Sept</td>
<td>APs and instructional leads</td>
</tr>
<tr>
<td>Teachers</td>
<td>Sept/Oct</td>
<td>Principal, APs, and Instruction leads</td>
</tr>
<tr>
<td>Students</td>
<td>Oct-March</td>
<td>APs and instructional leads</td>
</tr>
<tr>
<td>Parents</td>
<td>Feb to May</td>
<td>APOs</td>
</tr>
<tr>
<td>teachers, students, parents</td>
<td>May</td>
<td>APs and instructional leads</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.

RCC, Counseling in Schools, Mosaic Mental Health, Kiwanis Club

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.

Most salaries and additional time covered by Tax Levy funds and/or Teacher Career Pathways.

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></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</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.
By January 2019, observation of classes and conversation among instructional team will be reviewed. By March 2019, teachers will have identified a specific reflection protocol to be used.

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

Minutes of meetings, work products reflecting reflection

**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>English Language Arts (ELA)</td>
<td>Level 1 or 2 on NYS ELA</td>
<td>Skills and interactive reading supports on computer</td>
<td>Small group</td>
<td>After school</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Level 1 or 2 on NYS Math Exam</td>
<td>Skills games on Computer</td>
<td>Small group</td>
<td>After school</td>
</tr>
<tr>
<td>Science</td>
<td>Review of class grades below 70</td>
<td>Repetition and representation of material</td>
<td>Tutoring</td>
<td>After school</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Review of class grades below 70</td>
<td>Repetition and representation of material</td>
<td>Tutoring</td>
<td>After school</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Referral through grade level meetings and Child Study Team</td>
<td>Counseling</td>
<td>Small group or one on one</td>
<td>During the school day</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)

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.)</td>
<td>We are a non title one school, but we have 6 students.</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>We are a non title one school, but we provide counseling and supplies (bags of clothes, school and personal supplies).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>6</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
Counseling and lunch bunches as well as school supplies

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.

$7,795
## 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>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>X</th>
<th>Non-Title I</th>
</tr>
</thead>
</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.

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

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

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Indicate the amount contributed to Schoolwide pool. (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.</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.
Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – 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 Kingsbridge Academy MS/HS 141, 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>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.</td>
</tr>
</tbody>
</table>

Riverdale Kingsbridge Academy MS/HS 141 will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

● providing assistance to parents in understanding City, State and Federal standards and assessments;

● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

Parental Involvement and School Quality

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, Progress Report, Quality Review Report, Learning Environment Survey Report;

● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the 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;

<table>
<thead>
<tr>
<th>Encouraging School-Level Parental Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will further encourage school-level parental involvement by:</td>
</tr>
<tr>
<td>- holding an annual Title I Parent Curriculum Conference;</td>
</tr>
<tr>
<td>- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;</td>
</tr>
<tr>
<td>- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;</td>
</tr>
<tr>
<td>- supporting or hosting Family Day events;</td>
</tr>
<tr>
<td>- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;</td>
</tr>
<tr>
<td>- encouraging more parents to become trained school volunteers;</td>
</tr>
<tr>
<td>- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;</td>
</tr>
<tr>
<td>- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;</td>
</tr>
<tr>
<td>- 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</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School-Parent Compact (SPC)</th>
</tr>
</thead>
</table>

Riverdale Kingsbridge Academy MS/HS 141 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 and Assessments.

<table>
<thead>
<tr>
<th>I. School Responsibilities: High Quality Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State’s Standards and Assessments by:</td>
</tr>
</tbody>
</table>

- 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 will all members of the school community;

● supporting parental involvement activities as requested by parents;

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

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

II. Parent/Guardian Responsibilities

Parent/Guardian Responsibilities:

● monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

● ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

● check and assist my child in completing homework tasks, when necessary;

● read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

● set limits to the amount of time my child watches television or plays video games;

● promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

● encourage my child to follow school rules and regulations and discuss this Compact with my child;

● volunteer in my child’s school or assist from my home as time permits;

● participate, as appropriate, in the decisions relating to my child’s education;

● communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

● respond to surveys, feedback forms and notices when requested;
● become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

● participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

● take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

● share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

Student Responsibilities:

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

● follow the school rules and be responsible for my actions;

● show respect for myself, other people and property;

● try to resolve disagreements or conflicts peacefully;

● always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.

- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>Riverdale Kingsbridge Academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>DBN:</td>
<td>10X141</td>
</tr>
</tbody>
</table>

This school is (check one):  
- conceptually consolidated (skip part E below)  
- NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

- Before school  
- After school  
- Saturday academy

Total # of ELLs to be served: _____

Grades to be served by this program (check all that apply):

- K  
- 1  
- 2  
- 3  
- 4  
- 5  
- 6  
- 7  
- 8  
- 9  
- 10  
- 11  
- 12
Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: _____
# of certified ESL/Bilingual teachers: _____
# of content area teachers: _____

Describe the direct instruction supplemental program here and include the
• rationale
• subgroups and grade levels of students to be served
• schedule and duration
• language of instruction
• # and types of certified teachers
• types of materials

Begin description here: ______
For the past few years our ELLs with 5 + years of service have not been making as much progress on the NYSESLAT and/or the NYS ELA exam as we would like. This group has had a much lower rate of students reaching the commanding level on the NYSESLAT than our newer ELLs. In addition, our long-term ENLs also continue to struggle on the required NYS Regents exams especially the English, US and Global History. During the past few years we have begun to see an increase in the number of newly arrived ENLs at our school. These newly arrived students are making more progress at a quicker rate than our long-term students. Although our overall NYSESLAT scores showed improvement our long-term ENLs continue to remain stagnant. Our supplemental instructional program for students in grades 6-8 will be led by ELL and special education teachers two days a week, and it is designed to support language development, build vocabulary, reading and writing skills. These students will be assigned according to their most recent ELA and math assessment including the NYS test scores. ELL students are programmed for the supplemental instructional program and are grouped according to progression level and/or years of service. The program will run from January 8, 2019 to April 30, 2019. Our supplemental instructional program meets in one of the following out-of-school time schedules:
Before and After School:
All programs are co-taught with one ENL/Bilingual teacher and one content area teacher. Co-planning occurs during prep time.
Wednesdays from 7:20-8:20 (before school) and Thursdays from 2:40-3:40 (after school) ELL students are placed in a class with both bilingual and a special education teacher who will co-teach. Students will be using Scholastic books and on-line books.
2 Teachers/1 hr a day/2 days per week/13 weeks = 52 hrs (26 hrs before school and 26 hours after school)
An ENL teacher will be instructing a group on Wednesdays from 2:40-3:40 (after school) and Thursdays from 7:20-8:20 (before school).
1 Teacher/1 hrs a day/2 days per week/13 weeks = 26 hours (13 hrs before school and 13 hrs after school)
Total 78 hours instructional
Our school-wide data continues to show that our HS ELL students struggle with both credit accumulation and Regents exams; these are key components that prevent students from graduating. In addition, our long-term ENLs struggle more than our more newly arrived ENLs. In order to increase graduation rates for our long term ENLs we are now offering Content Area Support after school staffed by a content area teacher who works in collaboration with a licensed ENL teacher to remediate students in key skills so that they can complete their homework and/or long term projects independently because homework completion is a key factor in credit accumulation. This is offered by one assigned teacher for one hour, two days a week from February 4 to May 28, 2019.
Part B: Direct Instruction Supplemental Program Information

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

A Regents Prep program is offered to ELL students for Common Core Algebra, Global History, and ELA; the areas where our ELL students most struggle thus preventing them from graduating. It is offered 2 times a week (Monday from 4-6 pm afterschool and Saturday 9:30-11:30 AM) for 2 hours a day 4 weeks prior to the June Regents testing period (5/13/19-6/15/19)-no meeting Memorial Day weekend). This co-taught by a licensed ESL teacher with the support of a content area teacher. This does not conflict with Monday PD time as PD time is 2:40 to 4:00 PM. Students use consumable Regents review books.

1 teacher/2 Hr day/2 days a week/4 weeks = 16 Hrs
3 teacher/2 hrs/2x week/4 weeks = 48 Hrs
Total Hours - 170 Instructional

Part C: Professional Development

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

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

Begin description here: ____

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

Another program that we are fully implementing this year is the English 3D program. This program is specifically targeted towards long-term ELLs who are at the Intermediate or Advanced level. This is a group that we have struggled with for the past few years. Both our ELL teachers and a select group of English Language Arts teachers who are working in the before and after school program have received multi-day PD in how to best implement this program. This program is being supplemented in the ESL class by teacher-designed lessons that support content-area units. For our ELLs who are at the Beginner level they are using the Milestones program which directly supports students’ work with the Code X program that is used in English classes throughout our school. Again, this PD is being offered by Scholastic. Program costs a total of $2,500.

During the PD time that is provided on Mondays by the new teacher’s contract (and will not be supported by Title III, we devote one Monday a month to ELL specific topics. Groups of teachers are looking at the model ELL units available on the OELL DOE page and trying to design classroom lessons that will better support ELLs. Teachers are provided with PD designed to assist content area teachers with making sure their lessons are accessible to ELLs, teachers are looking at student work and developing strategies to better assess the work produced by ELL students. During our Tuesday “Other Professional Work” time ESL teachers collaborate with content teachers so that they ESL teachers are better able to support the learning that is
### Part C: Professional Development

going on in content classes. They work together to design and/or modify lessons so that all students can be actively involved in all classes.

### Part D: Parental Engagement Activities

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

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

Begin description here: 

Our parent community at RKA is very active and involved; however, we do struggle with getting some of the parents of our ENL’s to be fully involved in our school community. Notices about important/upcoming parent events, including PA meetings and workshops, are sent home in English, Spanish and other languages as needed. We provide translation services (in Spanish) at PA meetings and make use of on-site and/or phone translation services for individual conferences with teachers and other school personnel. Notes are sent home in alternate languages to inform parents of the availability of translators at these events. We also translate important documents into home languages based on information available in ATS. Parent workshops designed for and targeted towards the parents of ELL students are held before and after school on the last Wednesday of the month (9/26/18, 10/30/18 (Tuesday), 11/28/18, 12/19/18, 1/30/18, 2/27/18, 3/27/18, 4/17/18, 5/29/18). They are held from 3:00 to 5:00 PM. Some of the topics scheduled include: HS Graduation Requirements, The College Application Process, What does the CCLS Really Mean? How can I help my child acquire English skills?, What resources are available within our community?, Educationally Helpful Websites, What is the NYSESLAT? And How can I help my child prepare for Regents exams?. Notices are sent home via email and written notices given to the children in their ENL classes. The notices are always in English and Spanish as well as other languages when appropriate. We have interpreters available at parent workshops so that parents can fully participate and ask questions. These workshops are led by our guidance and administrative staff as well as experts on a specific topic including admission counselors and financial aid experts from CUNY and SUNY. Consultants provided at no cost.

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

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

Our ENL coordinator has ongoing communication with ENL parents to ensure student and parent needs are being met. The ENL coordinator ensures consistent communication with the parents of ENLs throughout the school year. Parent communication regarding their individual
Part D: Parental Engagement Activities

Child’s progress occurs in the following manner: PUPIL PATH website, Progress reports, monthly teacher emails to parents, communication from the Parent Coordinator, and conferences with school supervisors and personnel. Pupil path translates messages into 60 languages as identified in ATS. Each spring we hold an Academic Festival that showcases work by all members of the RKA student body. Our ELL students showcase work done in ENL classes and work completed during content classes. We match our parent involvement activities to parents’ expressed needs and requests. The main thing that parents ask for is curriculum information or/or the opportunity to meet with individual teachers, so each year we structure our Parent Workshops to meet the needs of the current parents.

Part E: Budget

For Schools Not Conceptually Consolidated Only. Ensure that your Title III budget matches your Title III Plan.

<table>
<thead>
<tr>
<th>Allocation Amount: $_____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Category</td>
</tr>
<tr>
<td>Professional salaries</td>
</tr>
<tr>
<td>(schools must account for fringe benefits)</td>
</tr>
<tr>
<td>- Per session</td>
</tr>
<tr>
<td>- Per diem</td>
</tr>
<tr>
<td>Purchased services</td>
</tr>
<tr>
<td>- High quality staff and curriculum development contracts.</td>
</tr>
<tr>
<td>Supplies and materials</td>
</tr>
<tr>
<td>- Must be supplemental.</td>
</tr>
<tr>
<td>- Additional curricula, instructional materials.</td>
</tr>
<tr>
<td>- Must be clearly listed.</td>
</tr>
<tr>
<td>Educational Software</td>
</tr>
<tr>
<td>(Object Code 199)</td>
</tr>
<tr>
<td>Travel</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>
Part E: Budget

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

<table>
<thead>
<tr>
<th>Allocation Amount: $</th>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>13,390</td>
<td></td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES 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

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

B. Language Allocation Policy Team Composition

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

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

C. Teacher Qualifications

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

| Number of certified ENL teachers currently teaching in the ENL program | 4 |
| Number of certified ENL teachers currently teaching in the ENL program | 1 |
| Number of teachers who hold both content area/common branch and TESOL certification | 3 |
| 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 | 1 |
| 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 | 1 |

D. Student Demographics

Total number of students in school (excluding pre-K) | 1504 |
Total number of ELLs | 109 |
ELLs as share of total student population (%) | 7.25% |

2018-19 CEP
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?

   We use the Scholastic SRI and NYC Performance tasks to assess literacy skills for our ELLs. The data we have shows that many of our new ELLs have reading comprehension skills that are at least 3 years below grade level. Many of our long term ELLs have lexile levels that are below grade level and as a result we are using more lexile leveled texts within subject area classes in order to provide multiple entry points for our ELLS.

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

   Our ENL teachers co-plan with their subject area partners to better understand the key points of the lesson and provide leveled or translated version of the texts necessary for comprehending key pieces.

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

4. What structures do you have in place to address interventions once the summative data has been gathered?
We communicate findings to RCC- our after school provider - in order to impact the work they do with students afterschool

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.] We do not have any students in grades K-5.

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].
Although 25% of our students scored Commanding (Proficient)on the 2017 NYSESLAT and another 20% moved up a full level, we realize that our students need more reading and writing support. Our long term ELLs consistantly score at the advanced level on the NYSESLAT but do not move beyond that within the next 2 years. Our HS ELLs score Proficient on the NYSESLAT at a lower rate than our MS ELLs, this difference does not correlate to years of service. Our students consistantly perform higher in listening/speaking than in reading/writing. This same pattern is seen on the LAB-R data. Based on the Spanish Lab-R data we are able to see that about 50% our newly arrived Spanish speaking ELLs do significantly better on the Spanish Lab-R than on the English Lab-R. By analysing the patterns and trends across grade and proficiency levels we can see that certain grades, 8th in particular, need more support in the subject area classrooms in addition to ESL. We arrange time for the ESL teachers to meet with the subject area teachers to help plan lessons that will enable all students to access material being taught and to gain greater competence in CCLLS tasks.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
Teachers plan in common planning meetings. They review data and communicate with supervisors about proposed changes to curricula and programs.

Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
      We offer two types of services: Integrated and Standalone ENL. In the integrated model students receive their services within core content classes that are cotaught by a content area teacher and a licensed ELL teacher. Standalone services are provided in a smaller setting with students receiving language instruction and services from a licensed ELL teacher. For both the standalone and integrated model, the students receive services according to the Part 154 requirements. Students are individually programmed and do not travel as a group. The standalone class is ungraded and homogeneous. The integrated classes are heterogeneously mixed.
   b. TBE program. If applicable.
not applicable
c. DL program. *If applicable.*
not applicable

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

   Students are programmed based on their NYSITELL levels. They are homogeneously grouped together then placed into heterogenous classes. The idea is to consolidate the number of minutes of integrated instruction being provided. Teacher programs are then designed around integrating services within a similar class each week.

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

   Core content is delivered in each program model through the use of push in instructors. So, ELLs receive support in their content classes (such as Social Studies, for example). Our second Professional Learning Cycle, led by our ELL AP Instruction conveys strategies and resources to all teachers. Strategies like “fishbowl,” think-pair-share, and previewing vocabulary are used with all students, and leveled questions are used for ELLs.

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

   We use several translation applications such as Google Translation to translate class tests. In addition, we order state tests in students home languages whenever possible. We also use translated versions of previous Regents exams for HS classes. We use the Translation and interpretation services unit time permitting.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

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

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?

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

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

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

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.
Our targeted intervention program includes our extended day programs. We offer extended day ESL classes for students who need more language support in reading and writing and classes for students who need more subject area support. We also offer push-in ESL support in Math during this time. We offer The ESL teacher works with the Social; studies and Science teachers as they until plan to ensure that content area knowledge will be accessible to all students. The ESL teachers work with subject area teachers and instructional leaders to better assist our ELLS with mastering content needed for CCLS tasks and exams.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
We recently purchased English 3d to help support our ELLs. We review our student pass rate in subject area classes and provide more push-in service as needed. Our ELLs' poor results on Regents exams leads up toward more push-im services in the HS. That is something we are working on going forward. We are regularly evaluating our enrollment information to see if we need to open a bilingual bridge class in our Middle School.

10. If you had a bilingual program, what was the reason you closed it?
None of our programs are scheduled to be discontinued.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are offered all activities within our school including our after school program through our CBO. We send home notices about extra curricular activities such as trips in multiple languages. Our CBO offers programs designed for ELL students and parents on Saturdays and Evenings.

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.
Smartboards are available for use in all classrooms. Teachers are invited to use the new computer lab to access different materials with a whole class or a group of students. Computers, with headphones for read aloud, are available as well. We order subject area textbooks in alternate languages where needed and available. Students are given access to online native language textbook where available.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
Within the ENL class the teachers have books in native languages paired with books in English. This allows the student to learn English while gaining content in the native language. Special celebrations are planned to celebrate the students' heritage. Parents are invited in for special events. Speakers visit the classrooms often times speaking in the predominant native language.

14. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All of our ELL classes use age appropriate, high interest instructional materials. We have separate classes for middle school ELLs and high school ELLs. In the MS the focus is on language acquisition. As the students move into the upper grades more focus is given to specific contact area knowledge. HS classes support the development of knowledge that is required for students on exams required for HS graduation.
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?

Smartboards are available for use in all classrooms. Teachers are invited to use the new computer lab to access different materials with a whole class or a group of students. Computers, with headsets for read aloud, are available as well. We order subject area textbooks in alternate languages where needed and available. Students are given access to on-line native language textbook where available.

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

Newly enrolled students are given a buddy to help them transition to our school. Our guidance counselors hold regular lunch bunches and newly enrolled students are targeted for these activities. New students are also matched with a teacher who will act as point person for the student; the student can come to the teacher with any problem issue and that teacher will help him/her.

17. What language electives are offered to ELLs?

Our ELLs are invited to take French level I, II and III as well as Spanish level I, II, III and AP Spanish.

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)?

We do not have a Dual Language Program.

---

**Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

ELL teachers are offered PD outside of the school through BFSC. In addition they participate in all of the Professional Learning Cycles implemented at the school. Titles of intended cycles include Effective Rubric Use, Using ELL Strategies in the Classroom, Integrating Instruction (models for team teaching SWD and ELLs).

Content area personnel are offered PD outside of the school through BFSC including such workshops as "Writing Across ALL Subjects. In addition they participate in all of the Professional Learning Cycles implemented at the school. Titles of intended cycles include Effective Rubric Use, Using ELL Strategies in the Classroom, Integrating Instruction (models for team teaching SWD and ELLs).

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

Since we are a 6-12 school we assist students with the transition from middle school to high school. We work with students so that they gain credits while improving their second language skills. Our HS and MS guidance staff work closely together to ensure a smooth transition. Whenever possible our students remain with the same ESL teacher as the move to HS. Teachers are invited to attend any appropriate PD offered by OELL and District 10. Teachers that attend training then turnkey information at subject, grade or staff conferences. One professional Learning Unit of 6 is devoted to improving ELL instruction. 1 of 6 = 15% for all teachers. For ELL teachers we supplement the 15% with off site PD offered through BFSC.
day per month to make 50%. We document our professional learning through warehousing our agendas and learning materials on Google Docs. Attendance is documented through sign-in sheets stored and catalogued by our payroll secretary, Yvonne Ramos.

Parental Involvement

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

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

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

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

Additional Information

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

Paste response here:
Principal Certification

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, Lori O’Mara, 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-interruptedinconsistent-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>Lori O'Mara</td>
<td>Principal</td>
<td></td>
<td>01/31/18</td>
</tr>
<tr>
<td>Sheilagh Lustig</td>
<td>Assistant Principal</td>
<td></td>
<td>01/31/18</td>
</tr>
<tr>
<td>Julie Prince</td>
<td>Parent Coordinator</td>
<td></td>
<td>01/31/18</td>
</tr>
<tr>
<td>Robin Norton</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>01/31/18</td>
</tr>
<tr>
<td>Amy Carr</td>
<td>Parent</td>
<td></td>
<td>01/31/18</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td>01/31/18</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td>01/31/18</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>01/31/18</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>01/31/18</td>
</tr>
<tr>
<td>Jennifer Aponte Acosta</td>
<td>School Counselor</td>
<td></td>
<td>01/31/18</td>
</tr>
<tr>
<td>Maribel Hulla</td>
<td>Superintendent</td>
<td></td>
<td>01/31/18</td>
</tr>
<tr>
<td>Javier Ocampo</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>01/31/18</td>
</tr>
<tr>
<td></td>
<td>![Javier Ocampo]</td>
<td></td>
<td>01/31/18</td>
</tr>
<tr>
<td></td>
<td>Other ____</td>
<td></td>
<td>01/31/18</td>
</tr>
<tr>
<td></td>
<td>Other ____</td>
<td></td>
<td>01/31/18</td>
</tr>
<tr>
<td></td>
<td>Other ____</td>
<td></td>
<td>01/31/18</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 10x141  School Name: Riverdale Kingsbridge Academy  Superintendent: Maribel Hull

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>Julie</td>
<td>Prince</td>
<td>Parent Coordinator</td>
<td>no</td>
<td>yes</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.

   HLIS survey in multiple languages in building
   ATS Reports
   Emergency Blue Cards
   Interpreters available in multiple languages in person and on phone
   Email survey
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>Albanian</td>
<td>37</td>
<td>1.86</td>
<td>37</td>
<td>1.86</td>
</tr>
<tr>
<td>Arabic</td>
<td>8</td>
<td>0.4</td>
<td>7</td>
<td>0.35</td>
</tr>
<tr>
<td>Azerbaijani (Azeri)</td>
<td>1</td>
<td>0.05</td>
<td>1</td>
<td>0.05</td>
</tr>
<tr>
<td>Bengali (Bangla)</td>
<td>17</td>
<td>0.86</td>
<td>17</td>
<td>0.86</td>
</tr>
<tr>
<td>Cebuano</td>
<td>1</td>
<td>0.05</td>
<td>1</td>
<td>0.05</td>
</tr>
<tr>
<td>Chinese</td>
<td>30</td>
<td>1.51</td>
<td>24</td>
<td>1.21</td>
</tr>
<tr>
<td>Fulani</td>
<td>1</td>
<td>0.05</td>
<td>1</td>
<td>0.05</td>
</tr>
<tr>
<td>Georgian</td>
<td>1</td>
<td>0.05</td>
<td>1</td>
<td>0.05</td>
</tr>
<tr>
<td>Greek</td>
<td>4</td>
<td>0.2</td>
<td>4</td>
<td>0.2</td>
</tr>
<tr>
<td>German</td>
<td>5</td>
<td>0.25</td>
<td>5</td>
<td>0.25</td>
</tr>
<tr>
<td>Hindi</td>
<td>1</td>
<td>0.05</td>
<td>1</td>
<td>0.05</td>
</tr>
<tr>
<td>Japanese</td>
<td>3</td>
<td>0.15</td>
<td>3</td>
<td>0.15</td>
</tr>
<tr>
<td>Korean</td>
<td>9</td>
<td>0.45</td>
<td>9</td>
<td>0.45</td>
</tr>
<tr>
<td>Malagasy</td>
<td>1</td>
<td>0.05</td>
<td>1</td>
<td>0.05</td>
</tr>
<tr>
<td>Mandarin</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>0.3</td>
</tr>
<tr>
<td>Nepali</td>
<td>2</td>
<td>0.1</td>
<td>2</td>
<td>0.1</td>
</tr>
<tr>
<td>English</td>
<td>1416</td>
<td>71.3</td>
<td>1416</td>
<td>71.3</td>
</tr>
<tr>
<td>Pilipino (Tagalog)</td>
<td>5</td>
<td>0.25</td>
<td>5</td>
<td>0.25</td>
</tr>
<tr>
<td>Portuguese</td>
<td>1</td>
<td>0.05</td>
<td>1</td>
<td>0.05</td>
</tr>
<tr>
<td>Romanian</td>
<td>3</td>
<td>0.15</td>
<td>3</td>
<td>0.15</td>
</tr>
<tr>
<td>Russian</td>
<td>25</td>
<td>1.26</td>
<td>26</td>
<td>1.31</td>
</tr>
<tr>
<td>Senufo</td>
<td>1</td>
<td>0.05</td>
<td>1</td>
<td>0.05</td>
</tr>
<tr>
<td>Spanish</td>
<td>407</td>
<td>20.49</td>
<td>406</td>
<td>20.44</td>
</tr>
<tr>
<td>Thai</td>
<td>1</td>
<td>0.05</td>
<td>1</td>
<td>0.05</td>
</tr>
<tr>
<td>Turkish</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.05</td>
</tr>
<tr>
<td>Ukrainian</td>
<td>3</td>
<td>0.15</td>
<td>3</td>
<td>0.15</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>2</td>
<td>0.1</td>
<td>2</td>
<td>0.1</td>
</tr>
<tr>
<td>Visayak (Bisaya)</td>
<td>1</td>
<td>0.05</td>
<td>1</td>
<td>0.05</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.

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>
<tbody>
<tr>
<td>Letter from the Principal</td>
<td>Monthly (First week of each month)</td>
<td>translation unit</td>
</tr>
<tr>
<td>Principal's Newsletter</td>
<td>Six times per year</td>
<td>in house staff</td>
</tr>
<tr>
<td>Letters submitted to Translation &amp; Interpretation Unit</td>
<td>Monthly (Third week of each month)</td>
<td>translation unit</td>
</tr>
<tr>
<td>Testing Calendar</td>
<td>September</td>
<td>in house staff</td>
</tr>
</tbody>
</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>
<tbody>
<tr>
<td>Back to School Night</td>
<td>September</td>
<td>in house staff and the phone service</td>
</tr>
<tr>
<td>P/T Conferences</td>
<td>November &amp; May</td>
<td>in house staff and the phone service</td>
</tr>
<tr>
<td>Student-Led Conferences</td>
<td>May</td>
<td>in house staff</td>
</tr>
<tr>
<td>HS Application Meeting</td>
<td>October</td>
<td>in house staff and the phone service</td>
</tr>
<tr>
<td>HS Grade Level Parent Meetings</td>
<td>September &amp; October</td>
<td>in house staff and the phone service</td>
</tr>
<tr>
<td>Parent Engagement Events (12 events)</td>
<td>September through May</td>
<td>in house staff</td>
</tr>
</tbody>
</table>

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

| Parents register for Notify NYC, Phone master system translations, email translator service |

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.

| Staff members will be made aware via PD sessions throughout the school year. Documents and resources will be available in teachers' "Welcome Back" packet, as well as in the Parent Coordinator's office |
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.)

Designated Translators (Staff members) and Volunteer Translators (Parents) at meetings and events.

"Know Your Rights" letter/brochure translated in several languages, disseminated through email, letter, and flyers to local community organizations.

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?

Parent Survey and face-to-face interactions at meetings/events