



**RIVER EAST ELEMENTARY SCHOOL
P.S. 37**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 04M037

ADDRESS: 508 EAST 120TH STREET NEW YORK, NEW YORK 10035

TELEPHONE: 212-348-2208

FAX: 212-289-9231

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
 CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 04M037 **SCHOOL NAME:** River East Elementary School

SCHOOL ADDRESS: 508 East 120th Street

SCHOOL TELEPHONE: 212-348-2208 **FAX:** 212-289-9231

SCHOOL CONTACT PERSON: Alison McKenzie **EMAIL ADDRESS:** amckenzie@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Alison McKenzie, Kathleen Wright

PRINCIPAL: Alison McKenzie

UFT CHAPTER LEADER: Jennifer Sinclair

PARENTS' ASSOCIATION PRESIDENT: Melissa Bervas, Nicole Vaughn

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 4 **CHILDREN FIRST NETWORK (CFN):** CFN 203

NETWORK LEADER: Dan Feigelson

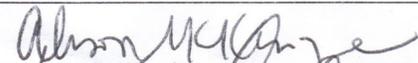
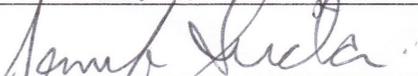
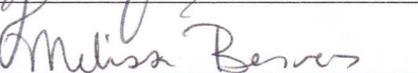
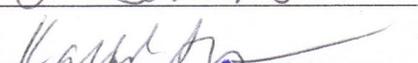
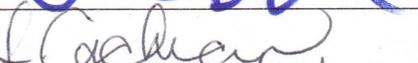
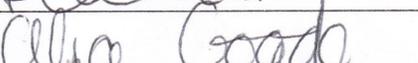
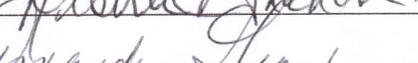
SUPERINTENDENT: Luz Cortazzo

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position/Constituency Represented	Signature
Alison McKenzie	*Principal or Designee	
Jennifer Sinclair	*UFT Chapter Chairperson or Designee	
Melissa Bervas	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Anna Bennett	Teacher member	
Kasie Brown	Teacher member	
Laura Ralph	Teacher member	
Alicia Schultz	Teacher member	
Kathleen Wright	Teacher member	
Nicole Ammons	Parent member	
Sabrina Cochran	Parent member	
Alicia Goode	Parent member	
Desiree Graham	Parent member	
Amanda Grant	Parent member	
Nicole Vaughn	Parent member	

Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The mission of River East Elementary School is to support a dynamic and nurturing community of learners that draws upon its own creative talents and the resources of its community. We work as a collaborative unit of parents, faculty and staff to ensure that all students read well, write and speak effectively, and reason with competence and confidence. We have high standards for all students and we honor their individual learning styles and interests. We value the learning process in providing an inclusive, child-centered environment that inspires and challenges all of our students to become critical thinkers and problem solvers through exploration and discussion. Our educational program is designed to foster personal resourcefulness and integrity, a sense of social responsibility, self-confidence, and a lifelong appreciation of learning.

Founded in 1982 River East Elementary School was born from a collaboration between involved parents and dedicated educators who were committed to a child-centered, progressive educational approach. Its roots can be traced back to the Central Park East network of schools founded by Debbie Myer. While we continue to hold to progressive ideologies with constructivist and inquiry-based learning approaches, and a full arts program, we have also embraced a standards-based rigorous instructional program that seeks to ensure that our students master basic, foundational literacy and math skills in the early grades. River East teachers are reflective about instruction and dedicated to providing the highest quality education for each student.

Most distinctive is our size; we are a small community of learners. We consist of fewer than 220 students in grades K-5 and our children come from all over the city, mostly from East Harlem. Our small enrollment and class size create an intimate environment where each teacher can have a lasting impact on every child. We emphasize the individual's connection to and responsibility for others, both in the school and in the broader world. The deep sense of community and collaboration among our school and its families helps all students to remain engaged as they develop the academic skills, learning strategies, social competencies, and self-confidence necessary to succeed in the world. A sheer joy of learning is witnessed throughout the daily experiences at River East. We invest not only in our students' academic growth, but are committed to teaching and nurturing the "whole" child, which includes character development, social and emotional growth and maturity, as well as, skills for life and living as part of a greater community. Students have opportunities to explore and interact with the world in diverse and multifaceted ways. Our teachers plan and accompany children on purposeful trips which include, but are not limited to: weekly swimming, whole-school ice skating, museums, overnight camping trips, musical concerts and much more.

River East parents are vocal, knowledgeable, and involved. We take pride in our "open-door" policy and invite families to play an active role in their children's educations. Many parents report that we stand out because of the individual attention that we give our children. They believe each student feels known and understood by their teachers and the River East community as a whole.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	River East Elementary School				
District:	04	DBN #:	04M037	School BEDS Code:	310400010037

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:					Attendance: % of days students attended*				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					90.8				
Kindergarten	29	28							
Grade 1	33								
					Student Stability: % of Enrollment				
Grade 2	32			(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	26								
Grade 4	24								
Grade 5	16								
					Poverty Rate: % of Enrollment				
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7									
Grade 8									
Grade 9									
					Students in Temporary Housing: Total Number				
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12									
Ungraded									
					Recent Immigrants: Total Number				
				(As of October 31)	2007-08	2008-09	2009-10		
Total									
Special Education Enrollment:					Suspensions: (OSYD Reporting) – Total Number				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions					
Number all others				Superintendent Suspensions					

DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes				Early College HS Participants			
# in Dual Lang. Programs							
# receiving ESL services only				Number of Staff: Includes all full-time staff			
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
				Number of Administrators and Other Professionals			
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school			
American Indian or Alaska Native				Percent more than two years teaching in this school			
Black or African American				Percent more than five years teaching anywhere			
Hispanic or Latino				Percent Masters Degree or higher			
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
White							
Multi-racial							
Male							
Female							

2009-10 TITLE I STATUS

<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:		<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Our greatest accomplishment over the past few years has been the continued commitment of our community to raise the level of academic rigor and curricular continuity of our school. By supporting teachers who are dedicated to enhancing the learning experiences of their students and the continued development of our school, River East has been able to progress as a school with a cohesive academic curriculum supplemented by the arts and physical education. Through an involved community of parents, a committed staff, and a strong sense of our school's unique core values, the River East community is a place where differences and similarities are cherished.

We also recognize the following accomplishments:

- Maintaining a positive school culture that allows every voice to be heard and recognized as significant in our pursuit to improve instruction and student progress.
- Maintaining old traditions and creating new ones that set a strong sense of community including school-wide celebrations and projects such as: Winter Solstice, Potluck, Mad Hatters Ball, Earth Fest, Art, Karaoke Night and Science Night, and weekly Town Meetings.
- Promoting social action by developing an awareness and responsibility for local and global issues. Students participate in the Penny Harvest, fundraising for initiatives that raise awareness of environmental issues facing East Harlem, supporting school-building projects in Africa, assisting in disaster relief projects in Haiti and helping to preserve oceans and ocean life. Students realize that using their voices and their hands to write letters can bring about powerful change and are able to see themselves as leaders and agents of change; bringing to life our school motto that we are a part of something much greater than ourselves.
- Developing our own school-wide social curriculum that uses a tugboat metaphor to help students realize that while small, they are powerful and when working together, they can accomplish great things. This has helped us to build a strong sense of community in our classrooms. Students are well-behaved, display good citizenship, demonstrate care and concern for others, and are available to learn.
- We designed our very own River East T-Shirt and tugboat buttons which our students wear, displaying school pride and unity. The T-Shirts have helped cultivate a positive school culture

and encourage spirit while deepening the students' understanding of our motto, "We are a part of something much greater than ourselves."

- Maintaining partnerships with Bank Street College through student teaching, City College for professional development support for our CTT classes and Math Initiatives, as well as, Teachers College/Columbia with the Science Initiative.
- Weekly PPT meetings where teachers, administrators, and specialists study students in order to better understand and meet their needs.
- An outdoor mural, created in collaboration with New York Cares, which welcomes the River East community and represents the core values of the school (community, arts, social awareness and experiential learning).
- Maintaining our strong commitment to professional development through individual mentoring and school-based learning groups (such as labsites, classroom visits, book clubs, and committees), as well as, individual, school-wide and outside professional development opportunities, such as training in SMART Boards, CPR, Math in the City, Differentiation, and Collaborative Team Teaching, Common Core Standards, Writing Conventions, Oral Language Fluency and Vocabulary, and NYCDOE professional development workshops.
- Improving student achievement through the implementation of a coherent standards-based curriculum and instructional program. We have adopted Teachers College balanced literacy program, created a pacing calendar for our Investigations and Contexts for Learning Math program, and begun to develop a thematic science curriculum based on the FOSS and Harcourt programs.
- Creating and maintaining systems for assessment that track student progress and allow us to identify students in need of academic intervention services.
- A hands-on science laboratory, which has many resources, includes a SMART Board, and is supported through a continued collaboration with the Science Department at Teacher's College.
- The establishment of Collaborative Team Teaching classrooms for grades 1-5. This allows us to serve a greater population of students and provide the instructional supports.
- Establishing a book room that is organized by Guided Reading levels, genre, and subject so that teachers can easily access books for instruction and frequently replenish classroom libraries based on the classroom and student need.
- Establishing a computer room, which allows teachers to increase the instruction of technology, as well as, to incorporate it as a medium to help students report on information and ideas, to conduct research, and to have access to an extensive range of print and nonprint texts in media.
- Establishing a balance between academic rigor and a commitment to arts-based education that enriches our ability to nurture students' multiple intelligences as well as deepens the collaboration between our teachers, parents and students.
- Developing a partnership with the 92nd Street Y that provides our K-5 students with choral instruction; our K-1 students have an introduction to music from around the world and opportunities to attend bi-monthly concerts, and our K-5 students exposure pottery instruction in the art studio. The partnership also provides professional development to teachers and other staff members.
- Developing a whole-school dance and gym program.
- A partnership with the Stanley M. Isaacs Neighborhood Center that runs an after school program in the building with spaces designated for each of the three schools in the building.
- Maintaining a partnership with Asphalt Green that provides our 2nd-5th grade students with weekly swimming instruction and that facilitates team-building sports activities during recess.

- A RESO-A grant, which supplemented seven of our classrooms with SMART Board technology. The recent re-submission has been approved and River East has been granted eight additional SMART Boards, in addition to new computers in every classroom.
- The growth of our student body which will hold two sections of each grade by 2011.
- The acquisition of more space to best serve our students and school needs in order to accommodate our growing student population.
- A new playground facility that allows children to play on developmentally appropriate equipment.
- Structuring the school day to allow for 2 hours of weekly common planning opportunities for each grade level team, ensuring that teachers have adequate time to share best practices, participate in inquiry studies, communicate about areas of student growth and development, uphold high and consistent expectations and maintain a continuity of curricula. This further encourages us to grow as reflective practitioners, studying, reviewing, and constantly improving our craft, pursuing a relentless drive for progress.
- Mentorship Program, which uses the strengths and acquired knowledge of the River East staff to best support and guide new teachers into the profession of teaching, as well as, their induction into school wide practices, culture and school spirit.

Aids to continuous improvements:

- New staff members who are committed to the mission and vision of the school.
- Two day professional development sessions conducted (prior to the start of the new school year) by River East administrators for new staff members as an induction into the school community, culture and instructional expectations. The Professional Development day titled, “Sharing of Our Intellectual Property” aimed to ensure and build continued coherence throughout the school as well as to provide sound instructional practices.
- A wide range of professional development opportunities: classroom based lab sites, lunch and learn focused on reading instruction and assessment, New Common Core Standards training at Teacher College and by River East staff, Oral Fluency/Grand Conversation conducted by renown author and Network Leader, bimonthly support of Math consultant and staff developer, weekly support during common planning of administrators, weekly support for math and CTT teachers from professors at City College, monthly extended staff/professional development meeting.
- Programming in the arts which includes a full-time visual arts studio, pottery, violin, dance, and choral instruction where all children are exposed to and engaged in creating various art forms.
- A versatile staff that “go above and beyond” to create positive opportunities for children.
- A more cohesive curriculum that has raised the level of student engagement in the classroom and has allowed students to become more involved in their own learning and success.
- A positive parent body that is engaged and supportive of their children’s experiences at River East.
- An increased focus on data that results in teachers being meaningfully engaged in the collection and analysis of data and, subsequently, in instructional planning and differentiation to address the identified needs of students. The analysis of data also entails that a vertical comprehension and understanding of the grades directly above and below is acquired. At River East teachers have access to all student data to help teachers in becoming better adept in understanding vertical planning and teachers in grades 3-5 have access to the itemized analysis of individual student’s and class scores to better understand the expectations as well.
- The inquiry team also supports the analysis of data through the in depth studies that they perform and helps in guiding our instructional practice.

- Investment in advanced technology including Smart Boards and document cameras to enhance teaching and learning in the classroom.
- Teachers who are computer savvy and willing to take risks in using new equipment to improve their instruction to enhance student outcomes and also to create data systems that improves our efficiency in monitoring and analyzing student progress.
- Hiring dually certified general and special education teachers who are then able to serve our students effectively and. Additionally, allowing for greater flexibility in determining staffing decisions to best meet the needs of our population.

Barriers to continuous improvements:

- Negotiating shared space with another school places restrictions on scheduling lunch and special programs such as dance and gym.
- A reduction of professional development time by the New York Department of Education, which requires that we must pay teacher to stay overtime for professional development. This has a huge impact because our budget continues to decrease and has an impact on other school goals.
- A limited budget that is a result of having a small student population, and severe city-wide budget cuts.

Performance trends we can identify:

- We continue to identify that our students perform better on the Math State Assessments than on the English Language State Assessments. Based on the ELA itemized analysis, it is evident that are students often struggle with the performance indicator that is most closely related to informational texts, the manipulation of a diverse range of texts and the identification of main ideas and supporting details, however, they tend to fare better on distinguishing between fact and opinion. Our students' strength tends to lie in the manipulation of fictional texts, especially in the third grade, but we must continue to support students in the areas inference, drawing conclusion, and summarizing. In regards to Math, our students fare better than in ELA, however, based on the itemized report there is a need for our instruction to improve in number operations, algebraic thinking, place value, interpretation of data. For example, our 5th grade students need greater support with algebraic expressions, fractions, use of a variety of strategies to divide and multiply three digit numbers. While our 4th grade students need greater support with fractions and estimating; the third graders need greater guidance with the adding and subtracting three digit numbers.
- In studying reading achievement in a target population of general and special education students in grades K-5 CTT classrooms, we found that only 5 out of 12 students in our target population made at least 1 ½ years of reading progress this school year. (Three of those children were general education students, and two of the children have IEPs.) Important to note is that nine out of the 12 students in our target population made at least one year of reading progress. Additionally, no students on IEPs made less than one year of reading progress. It is interesting to see that three children who were exceeding grade level standards when they began school in September, made less than one year of progress. This study led us to inspect reading progress across the entire school. 75% of our school's population made at least one year of progress. 31% of our population made a year and a half to over two years of progress this year. When we broke down the population of students who made less than one year of progress, 60% of them began the school year below grade level, 25% began the year on grade level, and 15% began the year above grade level.

- Our inquiry study of writing mechanics and conventions in Kindergarten through second grade was our most successful study this year. In our target population, the average of grade level mastery was 84.5%. In Kindergarten, each child exceeded our target mastery of 80%. These five children consistently used 90- 100% of grade level mechanics and conventions in their writing. In first grade four out of the five target children exceeded our goal of 80% mastery. The one ELL student who did not reach the 80% target, started at 21% mastery and improved to 65% mastery by the end of first grade. In second grade, four out of the five children mastered over 65% of grade level mechanics and conventions (including one who exceeded the 80% goal). Overall, 10 out of the 15 students met the goal set by the inquiry team in September.

Our inquiry study of writing mechanics and conventions in third through fifth grade had less successful results. In our target population, only two out of the 15 students met the goal set at 80% (Those two students were both in fourth grade). However, 11 out of the 15 students, more than doubled their initial percentage of mastery. In our target population, the average of grade level mastery was 57%.

Greatest Needs:

Academic

- The need to increase the use and explicit instruction of informational texts in shared reading, read alouds, and guided reading is critical. Our students must become adept at manipulating a wide range of texts and understanding the organization and structure of a variety of informational and narrative texts.
- Our need to lift the level of talk by increasing the use of domain-specific vocabulary and higher order thinking within student-centered discussions and questioning through shared reading of a variety informational and fiction texts.
- Our continued need to improve the writing for all our students, particularly in the area of writing conventions. This work will be done through small group and whole group instruction.
- Our need to align the new mathematics common core standards with mathematics practices we already have in place in our classrooms and to fill in the gaps that we find.
- The need to make curricular adjustments based on the interpretation and analysis of data and to use our findings in vertical and horizontal planning.
- Our need to increase both student and teacher use of technology in the classroom.
- We developed our CTT reading progress inquiry study not only to support children of various reading levels, but also to explore our own teaching methods of differentiation. While our results were not what we hoped to have seen, they have provided us with valuable information about our teaching practices and differentiation supports for the future. The results from our inquiry study as well as our whole school, show that there are no specific trends based on a child's readiness level, which indicates that our teaching still needs to be improved for children who come into the year below grade level as well as students who begin the year exceeding grade level standards. Next year we hope to have more professional development centered on vertical planning and guided reading as we believe our colleagues can be our best resources. It is our hope that by planning with surrounding grade level teams, we can learn and implement strategies used to challenge and scaffold students based on where they are when they enter our classrooms.

- We believe that our findings from our writing mechanics and conventions study highlight the importance of explicitly teaching mechanics and conventions in the early grades, as they continue to build on each other year after year. Therefore, as part of next year's inquiry work, our school will continue to closely study the children from our target population that did not master over 80% of their grade level standards. We feel that continued focused work in this area will improve our students writing and overall literacy skills.
- In order to meet these school-wide needs, all teachers are given the opportunity to take part in planning and decision-making committees. These include the Inquiry Team, the Writing Committee, the Arts Committee, SLT, PPT, and Lunch and Learn; teachers serve as leaders on all of these committees, leading the work and disseminating information to the greater school community. All teachers participate in labsites that serve as instructional study groups led by specialists and professional development opportunities targeting their greatest interests and needs. The common planning time also provides teachers with the time and supports to study student work, plan accordingly in a collaborative and team spirit environment where constructive feedback is given. Teachers also have the opportunity to work with mentors in a variety of areas, such as classroom environment, collaborative team teaching, Wilson, and curriculum-based instruction.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

- **Development of Oral Language:**
By June 2011, students in a target population will demonstrate an increased use of content-specific vocabulary and higher order thinking within student-centered discussions around non-fiction texts as measured by transcriptions of whole class conversations.

- **Writing:**
By June 2011, through conventions inquiries, students in our target population will demonstrate increased awareness of writing conventions by meeting 80% of grade-level indicators, as measured by the River East writing conventions checklist.

- **Mathematics:**
By June 2011, at least 2 of the mathematics common core standard practices will be addressed and implemented through the development of mathematically rich environments, both in and out of classrooms, as well as, teachers' modeling, use of prompts and strategies to support the mathematical practices or principles.

- **Technology:**
By June 2011, teacher and student use of technology will increase to enhance teaching and learning throughout our school and this will be documented through the analysis of low inference transcripts and teacher surveys.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Development of Oral Language

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, students in a target population will demonstrate an increased use of content-specific vocabulary and higher order thinking within student-centered discussions around non-fiction texts as measured by transcriptions of whole class conversations.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions/Strategies/Activities</p> <ul style="list-style-type: none"> • Teachers will increase the use, implementation and explicit instruction of informational texts (both narrative and non-narrative) to support students in the acquisition of domain specific vocabulary, higher order thinking skills as well as the understanding the organization and structure of a variety of texts. • Increased use and explicit instruction of informational texts (non-narrative and narrative) during read alouds, share reading and guide reading groups. • When planning instruction, teachers will select high-interest non-fiction texts for shared reading that are rich in content-specific vocabulary. • During common planning periods teachers will share best practices with regard to setting protocols for vocabulary instruction. • Teachers will work to increase student awareness of qualities of good conversational behaviors. Together with their teachers, students will set conversation norms, such as following a train of thought, problems solving solutions for interrupting, turn taking, eye contact, active listening etc. • In collaboration with Network support staff, we will establish protocols for teachers to conduct low-inference transcripts during lesson observations of whole class conversations in October, February and May. • From October through May teachers will allow for weekly student directed, “grand conversations,” focused on non-fiction feature articles. • When analyzing the low-inference transcripts, teachers and students will identify context-specific vocabulary and higher order thinking within student-centered

	<p>discussions.</p> <ul style="list-style-type: none"> • When analyzing low inference data, teachers will examine the students' progress in their ability to direct the conversation, share authentic ideas, build on each other's ideas, state and defend their argument. <p>In common planning, teachers will use the analysis of the low-inference transcripts to guide their planning in order to lift the level of talk in content-specific areas. A professional development calendar that includes dates for labsites and lesson observations will be developed.</p> <p>Implementation Timelines</p> <p>-By the end of September, teachers will decide which lower, middle, and upper grade class will serve as the target population. A calendar will be set up for non-target population teachers to conduct the low-inference transcripts.</p> <p>-In October-November, February and May, teachers from non-target population classrooms will conduct low-inference transcripts of whole class conversations in target population classrooms.</p> <p>-During common planning sessions, target and non-target population teachers will analyze the low-inference transcripts for use of content-specific vocabulary and higher order thinking within student-centered conversations.</p> <p>-From October/November through May, teachers will use analysis from transcripts to design instruction that will lift the level of talk in content-specific areas.</p> <p>-From October/November through May, students and teachers will analyze transcripts and/or recordings of conversations to identify and evaluate lines of thinking.</p> <p>Responsible Staff</p> <p>-All teachers and administrators (implementing, analyzing and/or transcribing)</p> <p>Target Population</p> <p>-3rd, 4th, and 5th grade classes</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Literature</p> <p>-<i>Choice Words</i> by Peter Johnston</p> <p>-<i>Bringing Words to Life: Robust Vocabulary Instruction</i> by Isabel Beck et al.</p> <p>-<i>Creating Robust Vocabulary</i> by Isabel Beck et al.</p> <p>-<i>Comprehension Through Conversation</i> by Maria Nichols</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Frequency of Periodic Review / Instruments of Measure:

- October-November 2010, February 2011 and May 2011
- template for low-inference transcripts
- template for analysis of low-inference transcripts

Projected Gains:

Students in the target population will demonstrate an increased use of appropriate content-specific vocabulary, higher order thinking within student-centered conversations and a greater understanding and manipulation of a variety of informational texts.

- 100% of teachers in grades 2-5 will participate in weekly common planning and monthly lesson observations to discuss best practices on vocabulary instruction (domain specific and academic language); student directed conversations and lesson reflections
- 50 % of student in grades 2-5 will increase their use of general academic and domain specific words and phrases in their writing as assessed by our writing rubric
- 100% of teachers in grades 2-5 will increase the time spent on teaching language through the use of non-fiction texts as assessed by their daily schedules.
- 60% of students in grades 2-5 will make deliberate choices to use rich vocabulary words in their oral and written language as assessed by conversation transcripts and our writing rubric.
- 50% of students in grades 3-5 will be able to analyze transcripts of their conversations and identify points when they are able to connect their thoughts with each other, draw conclusions, extrapolate from the text and return to the text for evidence to support their arguments.

Subject/Area (where relevant): Writing

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June, 2011, through conventions inquiries, students in our target population will demonstrate increased awareness of writing conventions by meeting 80% of grade-level indicators, as measured by the River East writing conventions checklist.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions/Strategies/Activities</p> <ul style="list-style-type: none"> • During the September and October months, teachers will receive training on the National Core Standards of Mathematics. Throughout the remainder of the year there will be focused follow up sessions. • Throughout the year, teachers will attend professional development workshops provided by our CFN Network as well as continued differentiated professional development provided by our Math consultants: Stephanie Slavic from Math in the City and Laura Gelert from City College. • Data/item analysis is crucial to this process. Students in K-2 will take a standards based math assessment. Students in 3-5 will take the Interim and Predictive math assessments. Results from these assessments will serve as a baseline to measure student progress throughout the year. • Additionally, teachers will use data such as: student work, anecdotal/conference notes, ITAs and end of unit student tests to analyze student performance and growth. • Teachers will use common planning sessions to discuss and implement instructional changes based on data analysis. • Teachers will refer to the mathematics common core standards, Investigations, the Contexts for Learning, unit plans, and curriculum maps to ensure that their routines, systems, and visual references are aligned to the higher expectations set forth by the new common core standards. • When compiling and analyzing the spreadsheet, teachers will look at student work for evidence, across grade levels, of increasing complexity of mathematical concepts, practices and student progress. • All instructional revisions will be discussed during grade level common planning sessions and school wide/ cross grade vertical planning meetings throughout the year. <p>Implementation Timelines</p> <ul style="list-style-type: none"> -Baseline writing assessment is administered in September 2010 and conventions checklist is completed -Target population is selected by the end of September 2010 -Teachers will implement inquiry studies in writing conventions through whole class and small

	<p>group instruction between October and May -On-demand writing assessment is administered in January 2011 -Conventions checklist is completed based on January 2011 on-demand writing assessment and student writing</p> <p>Responsible Staff -All teachers and administrators</p> <p>Target Population -Teachers will determine the target population after analyzing September results of RE writing conventions checklist, selecting from among those students achieving fewer than 50% of the indicators -Subgroups may be established dependent on the data yielded from the writing assessment. -Teachers will continue to include last year's targeted students in order to continue the longitudinal study and to assess the progress of these select students</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>-Staff Developers including support from City College and CFN specialist who volunteer their time to provide instructional support in the area of writing, which does not provide budgetary constraints A literacy coach has been hired this year to support our work in the school. She works in the classroom directly with students and teachers.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Frequency of Periodic Review / Instruments of Measure: -September 2010, students' writing will be measured based on the RE writing conventions checklist -By January 2011, students in target population will demonstrate understanding in their writing of at least 50% of grade-level indicators on the RE writing conventions checklist -By June 2011, students in target population will demonstrate understanding in their writing of 80% or more of the grade-level indicators on the RE writing conventions checklist</p> <p>Projected Gains:</p> <ul style="list-style-type: none"> • By June 2010 100% of teachers will receive differentiated training and instructional support on the integration of the mathematics common core curriculum. • By mid October 2010, we will create a spreadsheet that helps teachers reflect upon how their current math routines and the visual and physical organization of their math environment is aligned to the mathematical practices of the new core standards. • In order to achieve greater cross grade cohesion and accountability, by the end of

	<p>October, 100% of staff members will meet to collaborate during grade level and school wide vertical planning sessions.</p> <ul style="list-style-type: none"> • By end of October 2010, teachers, administrators and consultants will meet to compile and analyze the spreadsheet and begin to address gaps within our current math practices that do not accurately reflect the higher expectations demanded by the common core standards. • With the support of our staff developers and consultants, we will identify 2-3 areas of high need and revise our current practices to reflect the new standards in these areas. <p>In June 2011, teachers, administrators and consultants will meet to examine the areas of growth in the June assessment and identify next steps</p>
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Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, at least 2 of the mathematics common core standard practices will be addressed and implemented through the development of mathematically rich environments, both in and out of classrooms, as well as, teachers’ modeling, use of prompts and strategies to support the mathematical practices or principles.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions/Strategies/Activities</p> <ul style="list-style-type: none"> • During the September and October months, teachers will receive training on the National Core Standards of Mathematics. Throughout the remainder of the year there will be focused follow up sessions. • Throughout the year, teachers will attend professional development workshops provided by our CFN Network as well as continued differentiated professional development provided by our Math consultants: Stephanie Slavic from Math in the City and Laura Gelert from City College. • Data/item analysis is crucial to this process. Students in K-2 will take a standards based math assessment. Students in 3-5 will take the Interim and Predictive math assessments. Results from these assessments will serve as a baseline to measure student progress throughout the year. • Additionally, teachers will use data such as: student work, anecdotal/conference notes, ITAs and end of unit student tests to analyze student performance and growth. • Teachers will use common planning sessions to discuss and implement instructional changes based on data analysis as well as document explicit modeling, use of prompts,

	<p>and strategies that support the mathematical practices.</p> <ul style="list-style-type: none"> • Teachers will refer to the mathematics common core standards, Investigations, the Contexts for Learning, unit plans, and curriculum maps to ensure that their routines, systems, and visual references are aligned to the higher expectations set forth by the new common core standards. • When the Inquiry Team compiles and analyzes the spreadsheet, teachers will look at student work for evidence, across grade levels, of increasing complexity of mathematical concepts, practices and student progress. • All instructional revisions will be discussed during grade level common planning sessions and school wide/ cross grade vertical planning meetings throughout the year. <p>Implementation Timelines</p> <p>-Before September 2010, we will create a spreadsheet that helps teachers track the mathematical routines, systems, and visual references in and out of the classroom that address the mathematics common core standards for that grade level.</p> <p>-By the end of September 2010, teachers indicate the mathematical routines, systems, and <i>visual references</i> already in place in and out of the classroom that address the mathematics common core standards for that grade level.</p> <p>-In October 2010, teachers and administrators will meet to compile and analyze the spreadsheet and fill in the gaps where standing routines, systems, and visual references overlap or do not address the mathematics common core standards.</p> <p>-Teachers will continue to use standing, and implement new, mathematical routines, systems, and visual references.</p> <p>-Throughout the year, teachers will update the spreadsheet as changes are made.</p> <p>-In February 2011, teachers will use a common planning session to discuss the routines, systems, and visual references in place in order to adjust plans for the remainder of the year.</p> <p>-In May 2011, teachers and administrators will meet to review and adjust the updated spreadsheet in preparation for the 2011-2012 school year.</p> <p>Responsible Staff</p> <p>-All teachers and administrators</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>-Staff Developers including a Math professor from City College volunteer their time to provide instructional support in the area of math, which does not provide budgetary constraints</p> <p>-Funds are allocated to increase the amount of time our math staff developer can support our work in the school. She visits the school bi-monthly.</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Frequency of Periodic Review / Instruments of Measure:

-September 2010, October 2010, February 2011, May 2011

Projected Gains:

- By June 2011, each grade level will have documentation that at least 50% of the mathematics common core standards were addressed through the development of mathematically rich
- September 2010, 100% of students' writing will be measured based on the RE writing conventions checklist
- 100% of teachers will implement inquiry studies in writing conventions through whole class and small group instruction between October and May
- By January 2011, students in target population will demonstrate understanding in their writing of at least 50% of grade-level indicators on the RE writing conventions checklist
- By June 2011, students in target population will demonstrate understanding in their writing of at least 80% of the grade-level indicators on the RE writing conventions checklist environments, both in and out of the classrooms.

Subject/Area (where relevant): Technology

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, teacher and student use of technology will increase to enhance teaching and learning throughout our school.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions/Strategies/Activities</p> <ul style="list-style-type: none"> • Professional Development opportunities and training sessions for teachers on Smart Board Technology (by <i>Tequipment</i> & classroom visits) • Incorporating technology within instructional practices and modeling how students might use it • Increasing teachers’ familiarity with and use of Smart Board accessories (document cameras) and flip cameras to increase teacher and student reflective practices and facilitate classroom discussion • Increasing student familiarity with and use of technology in classroom routines: turning on the computer each day, checking daily temperature for the weather chart, emailing/skyping with pen pals, researching class trip destinations prior to a trip such as using “Google Earth” to map travel routes etc. • Grants will be written to purchase more computers for every classroom, new laptop computers and document cameras for the Smart Boards • A Multi-media/visual arts club for 5th graders or interested student group. • Club may be responsible for setting up technology equipment for Town meeting, creating page layouts for their yearbook, a student newspaper. • Organizing the 30+ computers donated to our school into a free standing computer room for our students. <p>Implementation Timelines</p> <ul style="list-style-type: none"> • By November 2010, all teachers will have had training in Smartboard Technology either given by <i>Tequipment</i> or other staff that has been trained by <i>Tequipment</i> • By January 2011. all classrooms will be equipped with a Smart Board and each grade level will have a document camera • In November 2010, professional development will be offered to all staff on how to use new technology (flip cameras, document cameras, and Smart Boards) in the classroom • By January 2011, teachers in all classrooms will be using Smart Boards and other technology in instruction in their classrooms on a weekly basis when appropriate

	<ul style="list-style-type: none"> • By March 2011, teachers in all classrooms will be using Smart Boards and other technology in instruction in classrooms on a daily basis, and will begin teaching students to use the technology as well • By June 2011, students will be using technology in groups, working independently. <p>Responsible Staff -All teachers and administrators</p> <p>Target Population -students in classrooms equipped with SMART boards</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>-What ever the grant cannot cover, we will set funds aside to purchase new classroom computers; document cameras, and smart boards for classrooms that do not have it. -We will take advantage of the Smart Board training offered by the company that we purchase from</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Measures: Low-inference transcripts Teacher surveys By November 2010, all teachers will be trained in smart board technology and begin incorporating a technology component in lessons By January 2011, all teachers will be incorporating technology in lessons weekly By March, 2011, all teachers will be incorporating technology in lessons daily By June 2011, students will be using technology (computers/smart boards, etc) independently</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	8	8	N/A	N/A	2	n/a	n/a	0
1	6	5	N/A	N/A	3	n/a	n/a	0
2	6	7	N/A	N/A	4	n/a	n/a	2
3	6	6	N/A	N/A	6	n/a	n/a	1
4	4	8	7	5	6	n/a	n/a	0
5	3	2	4	2	3	n/a	n/a	1
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Students receive push-in and/or pull-out support in a small group during the school day, 1-5 days a week, for a 4-6 week cycle to work on specific reading strategies. We use the Wilson Reading Program for grades 2-5 and the Reading Recovery Program in first grade for reading/writing. Some students work on comprehension strategies in a guided reading group.
Mathematics:	Students receive push-in or/and pull-out support in a small group during the school day, 2-3 days a week, for a 4-6 week cycle to work on specific math strategies. The special education teacher also pushes in to works with AIS students in the classroom.
Science:	Students receive an addition 45 small group period of science instruction weekly for a 4-6 week cycle to work on specific science content. In addition, a paraprofessional is assigned to the 4 th and 5 th grade science periods to support students one-on-one in science classroom.
Social Studies:	Students receive an addition 45 small group period of social studies instruction weekly for a 4-6 week cycle to work on specific social studies content. In addition, our co-teacher in the classroom works with individual students in providing AIS support for students struggling with social studies content.
At-risk Services Provided by the Guidance Counselor:	Guidance Counselor works with students individually and in groups to support students with strategies to improve anger management, impulse control, self-esteem and conflict with peers.
At-risk Services Provided by the School Psychologist:	We share our school's psychologist with two other schools in the building. He is able to join our PPT meetings and observe students in their classroom to provide teachers with insights into students behaviors. He also supports the writing of FBAs.
At-risk Services Provided by the Social Worker:	We share our school's social worker with two other schools in the building. He is able to join our PPT meetings and observe students in their classroom to provide teachers with insights into students' behaviors. He also supports the writing of FBAs.
At-risk Health-related Services:	We collaborate with the East Harlem Health department to provide doctor services and check-ups once a month to students who are at-risk for health-related issues. The doctor follows up with all students monthly in order to support their progress with these issues.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach is a copy of your school's current year (2010-2011) Language Allocation Policy to this CEP.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

We use ATS data to determine the languages spoken in the homes and assessed our translation needs based on the information. Additionally, in the beginning of the year, we hold several open houses and orientation meetings to welcome all incoming families. The language needs are also determined at this time. Lastly, our Parent Coordinator issues a parent survey to find out what languages are spoken at home and what countries are represented in our schools. All parent newsletters, flyers and report cards are translated by a school staff member or sent to a consulting agency for translation. In addition, during our family conference night translators are available for all families.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Our findings indicate that the major language requiring translation is Spanish. We have two bilingual para professionals in the school that helps to provide oral translation services. We have also used the translation phone conferencing service to communicate with Spanish speaking families. Our teachers and Guidance Counselors are very involved in making sure that all of our parents have and understand the necessary information that they need.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Our school Parent Coordinator and a paraprofessional translate all newsletters, notices and student report cards. We also email letters to the on line translation service. With all these supports in place, our school automatically provides all written materials in English and Spanish. School forms from the region are also provided in English and Spanish. We have a couple of teachers who are fluent in Spanish and a

number of teachers and administrators who have taken or are enrolled in Spanish classes and whose comfort level for conversational Spanish is growing. Lastly, we have also used LinguaLinx, a contracted translation service to support our written translation efforts.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

We are committed to servicing all of our families who are identified as needing oral translation services. These families are served by our Parent Coordinator and two bilingual paraprofessionals and a growing number of Spanish speaking teachers.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

River East will meet the Chancellor's Regulations by ensuring that all written materials are provided for families in English and Spanish. Spanish speaking families will receive their child's Narrative Report Card in Spanish. School forms are provided in English and Spanish. In addition to having a bilingual school psychologist and social worker, during EPC conferences a bilingual parent advocate will also be present. In addition our two bilingual paraprofessionals serve as our primary translator.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	132,460	66,673	199,133
2. Enter the anticipated 1% set-aside for Parent Involvement:	1325	667	1991
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	6623	*	
4. Enter the anticipated 10% set-aside for Professional Development:	13,246	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100% X
6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

River East Elementary School Parental Involvement Policy:

I. General Expectations

River East agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. River East will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

River East administration, staff and parent leadership will provide parents with a consistent schedule of Parent Association, PA executive board, and SLT meetings.

River East parents will be kept informed of all school events and activities through the bi-weekly school newsletter, a PA calendar, flyers, Town Meeting, classroom newsletters and bulletins written by teachers, and all school mailings.

PA executive board, SLT members and PA members will attend district and city wide parent professional development sessions offered by the President’s Council, Office of Parent and Community Engagement, District Parent Support Officer, Learning Leaders of New York, and the Parent Coordinator of the school.

The Parent Coordinator will attend the District and Citywide professional development sessions offered by the Office of Parent Engagement and the President's council, and the school.

2. River East will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

PA executive board will create and distribute a monthly calendar of PA and SLT meetings and events beginning September 2010.

Principal will write a general address to parents in the bi-weekly newsletter, updating the community on recent work and upcoming decisions in the 2010-2011 school year.

PA will create and maintain a parent feedback box in the main entrance of the school building.

PA and Parent Coordinator will create and administer a needs assessment survey twice a year.

3. River East will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

PA and administration will collaborate to provide parents with workshops on Literacy and Mathematics curriculum and assessments by December 2010.

PA and administration will provide at least two information sessions on the special education referral process and services during the 2010-2011 school year.

Family Math Night: This is a night where parents are exposed to the methods by which their children learn the "new math". It is very helpful for parent to learn the terminology that is used in classrooms. Parents are given tools to help children with their homework and strategies to continue to make math interesting and engaging.

Family Literature Night: This night is designed to take parents through the literacy methods being used to expose their children to reading and writing. Books that are reading level appropriate will be given to families that attend.

3/4/5 grade Family Testing Night: This night is dedicated to helping parents better understand the standardize reading and math test. They are given strategies to work with their children at home.

4. River East will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following programs: Head Start, Community Based Organizations (CBO) such as *Little Sisters of Assumption* by working closely to strategize continued partnerships and parental involvement to ensure transition from pre-school or home based programs to kindergarten at River East for both parents and students.

5. River East will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this Parental Involvement Policy. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

River East will create an advisory committee made up of parents representing each of our grades, the Parent Coordinator. This committee will meet monthly. This will be a parent driven committee. Parents on the committee will review the attendance of parents at school sponsored functions and help improve parent participation.

In addition to this advisory committee the Parent Association and Parent Coordinator will create and administer a needs assessment survey twice a year.

PA will create and maintain a parent feedback box in the main entrance of the school building.

6. River East will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

Family Potluck/Curriculum Night: This is a night where families bring a dish to share with each other. It is a wonderful opportunity for parents to come together in a casual setting and get acquainted or reacquainted. After dinner is over, parent then meet with their child's teacher to discuss the classroom curriculum. This great event usually takes place mid October.

Family Math Night: This night exposes parents to the methods by which their children learn the "new math". It is very helpful for parent to learn the terminology that is used in classrooms. Parents are given tools to help children with their homework and strategies to continue to make math interesting and engaging.

Family Literature Night: During his night, parents are taken through the literacy methods being used to expose their children to reading and writing. Books that are reading level appropriate will be given to families that attend.

School Based Workshops: A variety of workshops will be provided by parents, staff and invited guest throughout the year. Topics may include: Curriculum Themes, Performance Standards, Conflict Resolution, Study Skills and Homework Assistance, Health and Wellness, Arts & Crafts, Balanced Literacy, Mathematics, Nutrition.

- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

PA and Parent Coordinator will contact Learning Leaders and provide a workshop in order to certify as many school volunteers as possible.

- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

River East will continue to keep parents informed about classroom celebrations through the bi weekly newsletter. This newsletter highlights school-wide and classroom activities related to literacy and math.

River East will also form collaborations with the Head Start centers in the community to encourage and support parents in participated in their child's education. This collaboration might involve pot-luck nights, curricular discussions, book club nights, poetry nights and other school-wide celebrations.

- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Parent coordinator will continue to inform parents of all school events, opportunities and services through the weekly school newsletter, Town Meeting, and daily face to face interactions.

Principal will write a general address to parents in bi-weekly newsletters, updating the community on recent work and upcoming decisions in the 2010-2011 school year.

PA executive board will hold monthly parent meetings on the third Thursday of every month.

PA executive board will inform parents of all special programs and events through flyers, all school mailings and daily interactions with parents.

PA and Parent Coordinator will create and maintain a Parent bulletin board in the main entrance of the school building by September 2010.

All school correspondence will be translated into Spanish.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Parent Association Meeting Attendance Sheet. This policy is anticipated to be adopted by the River East on December 2010 and will be in effect for the period of December 2010 through September 2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before January, 2011.

River East Elementary School- Parent Compact:

River East , and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011. The parent compact will be distributed at the January, 2011 REPA meeting.

Required School-Parent Compact Provisions

School Responsibilities

River East will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

Cohesive Curriculum

River East holds a comprehensive approach to teaching the “whole child” within a nurturing educational environment. Children remain actively engaged as they develop the academic skills, learning strategies, social competence, and self-confidence necessary to succeed in the world. As children learn to appreciate their strengths, cope with their challenges, and take pride in their academic and social success, they gain confidence in themselves and in their ability to shape their own lives. There is a sheer joy of learning that is witnessed in the smiling faces and in the laughing and talking of children and teachers heard throughout River East.

River East's curriculum includes individualized academic plans that take into account the unevenness in children's development and are implemented in flexible group settings that vary in size throughout the day. Lessons will be differentiated to meet the needs of a wide range of learning styles within every classroom. River East's nurturing environment empowers children to overcome early developmental hurdles, allowing their innate talents to flourish. A highly skilled staff will employ a unique core teaching methodology which combines inclusionary practices such as:

- A strong perceptual and visual multi-sensory base,
- Respect for the particular ways in which each child learns,
- Problem solving,
- Self-evaluation,
- Working within collaborative flexible groups.

Commitment to Professional Development:

We will equip everyone—teachers, students, families, and leaders—with the knowledge, tools, and skills to reach our shared goals. Professional support will be made available at every turn. We will provide every teacher with a laptop computer, email, internet access, and all necessary supplies. We will provide professional development opportunities from Teacher's College Reading and Writing Project and TERC Mathematics throughout the summer. The prep schedule and professional development opportunities will be configured so that teachers have time to carefully plan and implement classroom curricula, collaborate with their colleagues, analyze student achievement data, and work closely with the school's instructional leaders to improve their practice.

2. Hold parent-teacher conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

There are two parent teacher conference sessions per year, one in the fall the other in the spring. Parents are able to sign up for an appointment before school, in the afternoon, or in the evening over two days. They are also able to arrange for meeting on a different day if necessary. Parents are welcome to communicate with teachers as often as possible in person or on the phone.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Parents receive a progress report that includes a written narrative of their child's progress in November, March and June. These reports inform parents of their child's academic standing and describe each child's strengths and weaknesses.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Staff are always available to meet with parents by appointment and in cases of emergency.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parents are welcome to volunteer in the school and visit their child's classroom.

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child’s classroom.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

SIGNATURES:

SCHOOL	PARENT(S)	STUDENT
DATE	DATE	DATE

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See page 10

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- o Help provide an enriched and accelerated curriculum.
- o Meet the educational needs of historically underserved populations.
- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- o Are consistent with and are designed to implement State and local improvement, if any.

See page 16-23; 24-26

3. Instruction by highly qualified staff.

See page 30

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

We will continue to support our staff by maintaining reduced class size whereby support personnel will push into the classrooms to further decrease class size and focus their instruction on the individual needs of students. There will continue to be on-going daily professional development with our Administration, Coaches, Consultants and Network specialists who will support our teachers through modeling and grade level planning. We will also place an emphasis on developing our Collaborative Team Teaching models this year. Teachers will attend workshops in August and receive in-school consulting and modeling in these specific areas.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

River East has undertaken an aggressive recruitment program to fully certified teachers, with a lifelong commitment to the New York City Department of Education, in collaboration with Lehman College, Hunter College, Bank Street School of Education and Columbia University. Other strategies for

recruitment include visits to local universities that have educational master's programs, partnering with additional institutions that are affiliated with our present teaching staff and offering student teaching positions to these institutions.

6. Strategies to increase parental involvement through means such as family literacy services.

All units of study will end with celebrations. Parents will be invited into the school to celebrate their children's achievements. In addition there will be family days and evenings set aside where parents and children will come together to collaborate on various projects.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Preschool students entering River East will be invited to Information Session in June where kindergarten teachers will explain the program, the administration will guide them through kindergarten expectations, and our school aides will go through all registration information. The children will be given a tour of the school and the classrooms.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers at River East will meet during common planning periods and after school committees to discuss the use of assessments and to reevaluate the type and frequency of assessments to be used and to plan instruction based on their findings.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Beginning September 2010, students in grades K-3 will be assessed using the DRA to determine academic proficiencies and needs. Students will then be grouped according to need and the students in the lowest functioning groups will be identified and brought to the attention of the AIS Intervention Team where the appropriate interventions: Wilson, Great Leaps, Foundations, Reading Recovery, small group focused instruction, and extended day will be implemented. Grades 4 and 5 at-risk students will be identified through the DRA and through TC Assessments and their names will also be given to the AIS Intervention Team for remediation.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-

quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$111,266	✓	10-14, 25-26
Title I, Part A (ARRA)	Federal	✓			\$66,006	✓	10-14, 25-26
Title II, Part A	Federal	✓			\$18,571	✓	10-14, 25-26
Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal	✓			\$174,452	✓	10-14, 25-26
Tax Levy	Local	✓			\$1,941,229	✓	10-14, 25-26

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **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 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
There are six students in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population.
These students receive door to door busing. They also receive academic intervention and counseling at risk as needed. The students are provided with daily breakfast, lunch and mid afternoon snack.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	River East Elementary					
District:	4	DBN:	04M037	School		310400010037

DEMOGRAPHICS

Grades Served:	Pre-K		3	v	7		11	
	K	v	4	v	8		12	
	1	v	5	v	9		Ungraded	
	2	v	6		10			

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		90.8	92.0	92.4
Kindergarten	28	41	32				
Grade 1	34	33	44	Student Stability - % of Enrollment:			
Grade 2	30	34	39	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	26	39	41		91.1	94.2	94.4
Grade 4	23	24	39				
Grade 5	16	22	24	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		60.2	76.1	84.5
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		9	8	10
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	157	193	219	(As of October 31)	2007-08	2008-09	2009-10
					0	1	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	9	4
# in Collaborative Team Teaching (CTT) Classes	30	47	40	Superintendent Suspensions	5	6	1
Number all others	11	5	11				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	15	17	18
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	5	1
# receiving ESL services only	20	8	TBD				
# ELLs with IEPs	7	14	TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10
	1	1	3

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	13.3	29.4	50.0
				% more than 5 years teaching anywhere	0.0	23.5	33.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	93.0	94.0	94.4
American Indian or Alaska Native	0.6	0.5	0.9	% core classes taught by "highly qualified" teachers	83.3	92.3	100.0
Black or African American	51.6	48.2	50.7				
Hispanic or Latino	45.2	47.7	46.1				
Asian or Native Hawaiian/Other Pacific	0.0	0.0	0.9				
White	0.0	1.0	1.4				
Male	45.2	49.7	52.5				
Female	54.8	50.3	47.5				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial	-	-					
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	3	3	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	56.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	36.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.8						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 2	District 4	School Number 37	School Name River East
Principal Alison McKenzie		Assistant Principal Lila Jorge	
Coach type here		Coach type here	
Teacher/Subject Area Lauren Gaudio		Guidance Counselor Maura Kyne	
Teacher/Subject Area type here		Parent Nicole Vaughn	
Teacher/Subject Area type here		Parent Coordinator Jesenia Duran	
Related Service Provider Glenda Alvarado		Other type here	
Network Leader Dan Feigelson		Other type here	

B. Teacher Qualifications

Please 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 ESL Teachers	1	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	219	Total Number of ELLs	18	ELLs as Share of Total Student Population (%)	8.22%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

1. Upon registration at River East Elementary School, parents of newly admitted students to the Department of Education System complete a Home Language Identification Survey (HLIS) and partake in an informal interview both in the native language, if necessary. This survey and interview are conducted with a licensed pedagogue. The school, on an as needed basis, provides translation services. After the initial identification process is completed, the certified ESL specialist reviews the HLIS and determines the home language. Home Language Identification Surveys are reviewed and LAB-R tests are administered within 10 school days of initial enrollment. In addition, within the same 10 school days of initial enrollment, students from Spanish speaking homes are administered the Spanish LAB test to determine their native language proficiency. Upon completion of the LAB-R and Spanish LAB, parents are notified of their child's performance. After testing, parents are invited to attend a parent orientation to learn about placement options and also to select the desired program. This all takes place within the first 10 days of student enrollment. This fall, those students who did not meet the first cut-off score of the LAB-R receive 360 minutes of ELL instruction weekly, and those students who placed below the second cut-off score receive 180 minutes of ELL instruction weekly. Each spring, previously identified ELLs are administered the NYSESLAT. Parents of previously identified ELLs are informed of their child's NYSESLAT results in September. Students who placed at the beginner and intermediate levels on the NYSESLAT receive 360 minutes of ELL instruction weekly. Students who placed at the advanced level of the NYSESLAT receive 180 minutes of ELL instruction weekly.

2. To ensure that parents of English Language Learners understand all three program choices, a parent orientation is conducted in September with the certified ELL teacher. This year, a morning and evening orientation was offered to parents at two different dates to accommodate various schedules. Parents were given ample notice and were asked to give notice if they would be in attendance and in need of a translation service for those languages other than Spanish. River East's bilingual parent coordinator attended both orientations to assist in translating. During the orientation, parents viewed a DVD explaining and detailing the differences between all three program choices. The DVD was offered in various languages and played accordingly. In addition, during the orientation, parents are presented with the Transfer Option. Parents are able to learn and discuss variations in options and program details. Parents learned about the choice process, and the options available at River East Elementary School. Within ten days upon enrollment, all ELLs are placed within the program. Orientation sessions are provided for parents on an ongoing basis.

3. Prior to the parent orientation, entitlement and non-entitlement letters are sent home in the family's native language as well as in English. To ensure that parents receive letters, we have created a tear-off system for each of these letters to be returned with a parent signature and date indicating that they have read and understood the materials. Letters are also photocopied, and kept on file. In addition, Parent Survey and Selection forms are sent home to be reviewed by parents and brought to the parent orientation, when these forms are further explained, completed and submitted to the ELL teacher. For those parents who are unable to attend the orientation, they are contacted by phone by the ELL teacher to schedule a one-on-one parent orientation. If parents do not attend a parent orientation after multiple attempts of contact, by default students are placed in Transitional Bilingual Education program. Since our school does not have a TBE program, students are placed in the ESL program. River East Elementary School does not offer Bilingual or Dual Language classes. As a result, parents are instructed at the orientation session that if they wish to place their children in one of these classes, they must enroll their child in another school. Due to the low number of ELL students, River East Elementary School does not have enough students to open such a class. All parents of ELL students at River East have chosen a freestanding ESL program as the delivery of instruction for their child. Some students have been mandated for a special education bilingual program. These students have been issued an Interim Service Plan that includes a bilingual paraprofessional. All returned forms are photocopied and stored in students' current cumulative records. In addition, the ELL teacher copies and stores returned forms.

4. For the 2010-2011 school year, the ELL teacher retrieved and examined LAB-R and NYSESLAT scores using the ATS system. Parents of newly identified children were invited to the school for an orientation at which curriculum and instruction are discussed along with program details. Prior to the orientation, parents received a translation request form to be completed and returned. Phone calls were also made to parents who did not return the forms to ensure translations services were able to be provided if needed. River East has several bilingual staff members who are able to provide Spanish translations if needed. Our bilingual staff members were informed of orientation dates and times and were available to be present to translate. As new admits enter the school, a licensed pedagogue completes the HLIS with parents, with a translator as needed. As the HLIS are complete, they are reviewed to determine if the LAB-R needs to be administered or if prior scores need to be examined. For students who are identified as needing to be tested using the LAB-R, a letter is sent home in the family's native language to inform parents that their children will have their English proficiency tested with

the LAB-R. Upon completion of the LAB-R, parents are informed of their children's performance. Students who place below the first cut off score of the LAB-R receive 360 minutes of ELL instruction weekly, and students who place below the second cut off score receive 180 minutes of ELL instruction weekly. For students who are eligible for ESL services as per the LAB-R results, parents receive an entitlement letter which informs them of test results, and an invitation to a parent orientation session. All parent communication is written in parents' native language as well as English. For languages that we do not have written translations for, we contact the Translation and Interpretation Unit. Parents of students previously enrolled in an ELL program are informed of the NYSESLAT scores. Students who placed at the beginner and intermediate levels on the NYSESLAT receive 360 minutes of ELL instruction weekly. Students who placed at the advanced level of the NYSESLAT receive 180 minutes of ELL instruction weekly.

5. After reviewing the Parent Survey and Program selection forms for the past few years, dating back to the 2008-2009 school year, it is evident that the trend and preference of parents of incoming ELLs is freestanding ESL instruction. Of the population of nine new incoming ELLs during the 2008-2009 school year, all parents opted for freestanding ESL instruction. During the 2009-2010 school year, three new ELLs entered the school, of which all opted for freestanding ESL instruction. During the current 2010-2011 school year, four new ELLs entered the school thus far, all of which opted for freestanding ESL instruction.

6. The program models offered at River East Elementary School are aligned with the requests of our parents.

Introduction to Part III: Demographics

River East Elementary School is a K-5 school. Our school uses a push-in as well as a pull-out method.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K
 1
 2
 3
 4
 5
 6
 7
 8
 9
 10
 11
 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained														0
Push-In	4	2	3	4	3	2								18
Total	4	2	3	4	3	2	0	0	0	0	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	18	Newcomers (ELLs receiving	15
		Special Education	

		service 0-3 years)			
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	15	0		3	0		0	0	0	18
Total	15	0	0	3	0	0	0	0	0	18

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	2	3	3	3	2								15
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1			1										2
Haitian														0
French	1													1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	4	2	3	4	3	2	0	0	0	0	0	0	0	18

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

1. Instruction is delivered through a combination of push-in and pull out periods. Students who placed at the advanced level of the NYSESLAT receive 180 minutes of ELL instruction weekly. Students who placed at the beginning or intermediate on the NYSESLAT receive 360 minutes of ELL instruction weekly. Furthermore, students who place below the first cut off score of the LAB-R receive 360 minutes of ELL instruction weekly, and students who place below the second cut off score receive 180 minutes of ELL instruction weekly.

a. River East Elementary School offers a freestanding ESL program. Due to the low number of ELLs, there are not enough students to open a Bilingual or Dual Language classroom. The program model at River East entails both a push-in and a pull out method. The model provided, push-in versus pull out, depends upon the amount of ELLs in each class. As previously mentioned, students who placed at the advanced level of the NYSESLAT receive 180 minutes of ELL instruction weekly. Students who placed at the beginning or intermediate on the NYSESLAT receive 360 minutes of ELL instruction weekly. Furthermore, students who place below the first cut off score of the LAB-R receive 360 minutes of ELL instruction weekly, and students who place below the second cut off score receive 180 minutes of ELL instruction weekly. These times are divided into 45-minute periods. Therefore, beginning and intermediate students receive eight 45-minute periods of ELL instruction weekly and advanced students receive four 45-minute periods of ELL instruction weekly. All ELL instruction is conducted in the English language.

b. There is one Kindergarten group consisting of four students ranging from beginner to advanced, one 1st-2nd grade group of 5 students consisting of beginning, intermediate and advanced ELLs, one 1st-2nd grade group of 3 students consisting of beginning and intermediate ELLs. In addition, there is a group of 7 ELLs in grades 3rd-5th consisting of intermediate and advanced students. Also, a group of five intermediate students in grades 3rd-5th. Given that students are arranged according to grade level, each group contains mixed proficiencies.

2. Our certified ESL teacher is able to meet all of the mandated instructional minutes for every ELL at River East Elementary School.

a. Our certified ESL teacher is able to meet the mandated instructional minutes for every ELL by employing a combination of push-in and pull out instruction. Beginner and intermediate students receive 360 minutes of ELL instruction per week and advanced students receive 180 minutes of ELL instruction per week. Our ELL teacher teaches 8 forty-five minute periods of kindergarten instruction (4 push-in, 4 pull out), 8 forty-five minute periods of 1st-2nd grade instruction (push-in and pull out) and 8 forty-five minute periods of 3rd-5th instruction. All pull out sessions are taught through the Workshop Model which incorporates the Balanced Literacy (shared reading, guided reading, read alouds, etc.) Students who scored advanced on the NYSESLAT receive ESL pull out as well as ELA instruction in their classroom through

the workshop model. The arrangement and grouping of students meets the mandates for each student.

3. Students at River East Elementary School are exposed to a genre-based balanced literacy curriculum, developed by the Teacher's College Reading and Writing Program at Columbia University. In our freestanding ESL program, students receive standards driven, student-centered curriculum. Balanced literacy components are modified and utilized during thematic units in the ELL classroom. Instruction is delivered in only English. Grade appropriate materials and content are taught through scaffolded instruction, methods of ESL instruction, and collaborative learning. As a means to help support students within their classroom, the ESL teacher works closely with classroom teachers to follow themes and lessons being taught. Students are exposed to authentic texts, and materials as well as the explicit teaching of reading and writing strategies in addition to problem solving strategies that will aid ELLs in meeting the standards of local and state assessments.

Within the ESL classroom, evidence of our student-centered approach is apparent. The classroom boasts audio assisted learning (listening center), environmental print and content rich materials. Students are able to develop their skills and strengths in the four modalities of listening, reading, writing, listening and speaking through the implementation of Writer's Workshop, Reader's Workshop, paired learning activities, songs, presentations, reader's theaters, and field trips which are all appropriately aligned with age and grade level content-based curriculum. Students are guided through Writer's Workshop through the Language Experience Approach (LEA), vocabulary instruction, modeled writing, graphic organizers, writing templates and the Writing Process. Metacognition is weaved into daily instruction as students are encouraged to engage and monitor their own learning experience and to be cognizant of strategies and tools that will best support their learning.

The New York State ESL standards play a significant role in the implementation of the ESL curriculum and in student achievement. ESL standards are linked to state academic standards so it can be assured that ESL students are receiving high quality instruction in English language and content areas. Both the ESL teacher and the classroom teacher utilize these standards. The standards are used to provide teachers with the scope and sequence of the language skills that ESL students need for success in school. The standards are:

1. Students will listen, speak, read, and write in English for information and understanding.
2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.
3. Students will listen, speak, read and write in English for critical analysis and evaluation.
4. Students will listen, speak, read, and write in English for classroom and social interaction.
5. Students will demonstrate cross-cultural knowledge and understanding.

Furthermore, additional support, besides that which is provided through ELL instruction, is available for students. Eligible students may receive Reading Recovery, Speech and Language, Wilson Reading System, Foundations, and needs-targeted small group math instruction.

4. The individual needs of each student are met through differentiated instruction as described below.

a. There are currently no SIFE students at River East Elementary School. However, if our population included SIFE, we would implement additional instructional support, specifically targeted to meet the needs of these students. Additional instructional support might include literacy intervention, small-group math instruction, guided reading instruction, Reading Recovery, Wilson Reading System and Foundations.

b. Of the 18 ELLs at River East, 12 have been in US schools less than three years. Of those 12 students, 4 are in kindergarten, 2 are in first grade, and 3 are in second grade. The final three students in the newcomer's subgroup are in third grade and represent the only newcomers in school that will take the ELA this year. To help support these students, the ESL teacher provides intensive reading, writing and listening instruction. The teacher designs her units to coincide and align with the larger Teachers' College Writing curriculum, which incorporates grade level Social Studies themes. Instructional approaches are designed according to the results of ongoing assessment and observations conducted by both the ESL and classroom teachers.

c. There are three students at River East receiving service for 4 years. All of these ELLs have an Individualized Education Plan (IEP). Of the three students, two are in a Collaborative Team Teaching (CTT) class. Two of the students are X coded students. Students receive academic support tailored to their needs. All students receive small group instruction as provided by the special education classroom teacher, ESL teacher or other instructional support staff. Furthermore, two of the students receive pull-out ELL instruction which focuses on reading and listening as implied by the scores on the 2010 NYSESLAT tests. Instructional strategies within the ESL classroom are geared toward reading comprehension, decoding, fluency, writing organization and syntax. Listening exercises are conducted on a regular basis to help students with listening comprehension. Instructional strategies implanted within the ESL classroom reflect the individual needs of these students, as highlighted on their IEP. Furthermore, the ESL and classroom teachers collaborate and work together to share best practices and to help maintain instructional consistency.

d. There are no Long-Term ELLs at River East Elementary School at this time. However, if our population included Long-Term ELLs, we would analyze recent NYSESLAT scores and other forms of assessment to identify areas and modalities of concern. Once identified, we

would compose an instructional plan to help support the student(s) in their specific areas of need.

e. ELLs identified as having special needs receive individualized academic support both within and outside of the classroom. Scaffolded instruction is provided to help aid students and provide them with instruction tailored to their needs. The specific needs of each student and best practices of instruction reflect the needs outlined on students' Individualized Education Plan (IEP). Classroom teachers and the ESL teacher work closely together to help maintain instructional consistency inside and outside of the mainstream classroom. Furthermore, students receive small group instruction within their classroom, with the ESL teacher and other instructional service providers.

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

5. In both the ESL classroom and mainstream classroom, all ELLs are continuously tested using the Diagnostic Reading Assessment (DRA) and the Teacher's College Early Literacy Assessment. These assessment tools provide informative insights and implications for targeting literacy concerns. In addition, students are regularly assessed in math on a monthly basis. The implications of both the math and ELA assessments allows for differentiated instruction and for the ELL teacher to diversify the needs of ELLs through scaffolded instruction in small and large groups, as well as targeted interventions. In addition to the support offered by the ELL department, there are additional services that are available to eligible ELL students in the areas of ELA and math. For students who are eligible, they may receive Reading Recovery, monolingual and bilingual Speech and Language, Writing Reading System, Foundations and needs-targeted small group math and ELA instruction both within the classroom and after school.

6. To continue transitional support, former ELLs receive testing accommodations for up to 2 years, some including: time extension, separate location, bilingual dictionaries and glossaries, etc. In addition, the academic progress of former ELLs is closely monitored through ongoing communication between the ELL teacher and classroom teachers. During push-in sessions, the ELL teacher may include former ELLs in small group instruction based on needs. In addition, the ELL teacher may pull out former ELLs on an as needed basis for additional support.

7. River East Elementary School is working to build two lending libraries for ELLs, their teachers and their families. A Spanish language library is in the midst of construction. It will include both fiction and nonfiction texts. Students will be encouraged to bring home one book per week from this library to read with their parents. An audio book library is also in the midst of construction. This library will be kept in the school's bookroom and will contain books aligned with the Teacher's College Reading and Writing Curriculum. Audio materials will be utilized by classroom teachers to use in their listening centers and for ELLs to read during independent reading time. Audio materials will also be available for students to take home on a weekly basis. The ESL teacher is also working on an ELL Class Website that will be updated monthly to inform parents of happenings in the ELL classroom. Information on the website will be translated into all languages represented at River East. Furthermore, the website will include online resources for students to use at home.

8. No services will be discontinued this year.

9. River East Elementary School provides a wide array of educationally enriching programs and opportunities for students. Depending on the needs of individual students and indications of assessments, ELLs may receive Reading Recovery, monolingual and bilingual Speech and

Language, Wilson Reading System, Foundations and needs-targeted small group math and ELA instruction both within the classroom and after school. ELLs are assessed equally for these programs and participate as needed. All students at River East participate in weekly art, music and dance instruction. In addition, all students in grades 2-5 participate in weekly swimming lessons. Students who were chosen through a school-wide lottery may participate in a violin program.

10. River East Elementary School has an abundance of instructional materials that will aid and support ELLs. Such materials include classroom: SmartBoards, the Internet, terrariums, computers, math manipulatives, Foss science kits, blocks, audio materials, listening centers, personal cassette players, picture books, trade books, word walls, language games, pocket charts, writing folders, graphic organizers, vocabulary charts, dictionaries, art materials, adaptive paper, phonemic awareness tools, dramatic play areas, and realia.

11. Classroom libraries have a diverse selection of bilingual materials and include bilingual dictionaries that students may use for native language support. Within the ELL classroom, there is an abundance of translated materials and resources to support native language. ELL instruction is provided in English. Native languages are supported in the materials provided for students to take home. Such materials include books and articles. River East Elementary School has a culturally diverse population. The diversity is celebrated through traditional holidays and cultural events that are routinely celebrated. Classroom and ELL teachers provide students with culturally diverse experience through the implementation of songs, poems and materials. To help support parents, report cards, school information and NYC DOE information is translated. Meetings with parents are routinely held with translation services available as needed. In addition, several teachers, paraprofessionals and staff members at River East are able to support our English Language Learners. River East has a diverse staff that is able to provide native language support to our students. Our paraprofessionals help to provide students with extra help and native language support they need. Our staff members who are bilingual are able to provide native language support to our students.

12. Required services such as SETTS, Speech and Language and Reading Recovery are provided on a grade by grade level and therefore correspond to ELLs ages and grades.

13. Newly arrived ELLs and their families are welcomed into the River East community. New students and families are provided with a school tour conducted by a bilingual staff member. Furthermore, prior to the first day of school, all new students are invited to a welcome picnic in the park, at which all school staff is present. During the month of September, the entire school community partakes in a potluck dinner/curriculum night. New ELLs who enroll mid-year receive extra attention and support from the ESL teacher while getting acclimated to their new surroundings.

14. At this time, no language electives are offered.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

Questions 1-5 are not applicable to River East Elementary School.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1. The ESL teacher and classroom teachers attend professional development offered by the CFN 23 and Learning Support Specialist. The

specialist meets with Intervention staff to report and discuss all pertinent information. In addition, the ESL teacher provides professional development seminars for the staff of River East twice a year. Ongoing support is provided to classroom teachers by the ESL teacher on a regularly and as needed basis. Intervention staff has weekly meetings to discuss ELL and other related topics. As needed, the ESL teacher attends weekly grade level meetings to provide insight and instructional ideas for teachers with ELLs in their class.

2. The guidance counselor and ESL teacher work closely together to investigate the best middle school placement options for our ELLs. These choices are also discussed with the fifth grade teachers. The entire middle school application process is explained to students and their families at a meeting held by the guidance counselor. A translator is present at the meeting. In addition, the ESL teacher meets with students and their families mid-year to discuss progress, as well as the application process. Any additional support that families and students may need is provided on an as needed basis.

3. All teachers partake in CFN 203 training as well as Teacher's College seminars focusing on the topic of English Language Learners to ensure their 7.5 hours of ELL training are fulfilled. In addition, River East provides two ELL-focused "Lunch and Learns" where the topic of differentiating instruction to meet the needs of English Language Learners is discussed. Furthermore, professional development opportunities are offered. This year, all teachers were invited to partake in a 3-day professional development language series at Bank Street College, focusing on ways to support ELLs in their classroom. Additionally, at least once per year, faculty meetings are focused on ELL instructional strategies. Teachers are required to submit agendas and participation certificates which are stored in teachers' files.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

1. River East Elementary School ensures all ELL families receive related school information in both English and the family's home language. Report cards, school information, and NYC DOE information is translated for parents. Meetings with parents are regularly held with translation services available. All parents at River East are actively involved in the education of their children. There are regular school-based workshops and celebrations for parents during which bilingual interpreters are available for parents of ELLs. Parents have the opportunity to attend classroom publishing parties and chaperone on field trips. Furthermore, River East holds a weekly celebration of our community and student work every Friday morning at our Town Meeting. All parents are invited and encouraged to participate and attend weekly Town Meeting. Also, parents are encouraged to participate in River East's' Parent Association meets and events, which are held in both English and Spanish.

2. River East has partnered with the Stanley Isaacs Neighborhood Center, which offers free ESL classes for parents of River East students. Our partnership with them provides our families with help in English language acquisition. Stanley Isaacs Neighborhood Center provides four components of their program: Adult English Classes, Parent & Child Together Activities, Children's Educational Enrichment and Parent Resource Time. They also offer an afterschool program for our students. In addition, River East has partnered with El Museo del Barrio, New York's leading Latino cultural institution. El Museo del Barrio is providing free workshops for our families that provides cultural and educational insights.

3. The leaders of our Parent Association assess parental needs. Parental needs are also discussed at parent-teacher conferences. The needs are then discussed and addressed by the school principal and any other faculty member who can assist. If it is apparent that there is an area in which several parents need assistance, River East will arrange a parent workshop. In addition, each year parents partake in the School Survey Report. The data from the report are assessed and used to make changes in programs. Our parent coordinator plays an active role in evaluating the needs of parents. She is an advocate for parents, is actively involved in the PTA, and helps to communicate instructional goals and school events. Our parent coordinator is bilingual and plays an important role in evaluating the needs of all parents, particularly those of English Language Learners.

4. Parental involvement activities are designed and implemented based on the needs of our parents, which are identified by the leaders of our Parent Association and during parent-teacher conferences. To address the language needs of our parents, free English classes are provided by the Stanley Isaacs Neighborhood Center. To help keep parents informed, parent workshops are tailored to provide parents with an understanding of happenings which will then allow parents to better support their children. For example, parents of third graders

partake in a Testing Workshop to help inform them of standardized tests their children will be taking. We also provide several other types of workshops to help parents and address their needs. In addition, our Curriculum Night, which happens in the beginning of the year, helps inform parents of instruction and classroom happenings. This popular night addresses the needs of keeping parents informed of their child's learning and education. All parental involvement activities are able to have translated services if needed.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	1	0	0	0	0								3
Intermediate(I)	0	1	1	3	2	0								7
Advanced (A)	2	0	2	1	1	2								8
Total	4	2	3	4	3	2	0	0	0	0	0	0	0	18

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B													
	I				1									
	A			2	1	1	1							
	P		2	1	2	2	1							
READING/ WRITING	B		1											
	I		1	1	3	2								
	A			1	1	1	2							
	P			1										

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

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3			2		1				3
4			1		1				2
5			1	1	1				3
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		1				2
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5					2	1			3
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. River East uses an array of assessment tools to assess the early literacy skills of our ELLs. The above table shows our most recent DRA Score and Fountas and Pinnell Correspondence. The DRA is administered in English. The scores indicate that 2 out of 18 students are reading on grade level, and 16 students are not reading on grade level. Of the 16 students who are not reading on grade level, 8 are Special Education students who have an Individualized Education Plan (IEP). The information enables us to assess student progress, areas of strength and areas to improve on. Furthermore, the insight the data provides allows us to drive our instruction based on the needs of the students.

2.

Student Grade LAB-R Score NYSESLAT Score

2	B	A
2	B	A
3	B	I
3	B	I
3	I	I
3	I	A
4	B	A
4	B	I
4	B	I
5	B	A
5	B	A

The scores of the most recent LAB-R and NYSESLAT tests indicate a data pattern that shows the majority of our students have increased their English language proficiency since first taking the LAB-R. Furthermore, the data pattern shows that typically as students advance in grade level, their proficiency level also advances.

3.

Student Grade	NYSESLAT Listening/Speaking Score	NYSESLAT Reading/Writing Score
1	P	I
1	P	B
2	P	A
2	A	P
2	A	A
3	P	I
3	I	I
3	A	I
3	P	A
4	P	A
4	P	I
4	A	I
5	P	A
5	A	A

The majority of our ELLs at River East are intermediate or advanced. The modality analysis indicates that across all grades, students are stronger in Listening and Speaking than in Reading and Writing. 8 out of 18 of our ELLs are proficient in Listening and Speaking; however, still require additional support for Reading and Writing. The scores of the NYSESLAT modalities help to drive our instruction to meet the needs of students. The scores indicate additional support is needed in Reading and Writing; therefore, an emphasis will be placed on those modalities during instructional planning. Our certified ESL teacher differentiates instruction to meet the needs of students. She addresses and focuses on modalities each student specifically needs. Based on the analysis of the NYSESLAT scores, our students score higher on the listening and speaking modalities at a more rapid pace, and they stagnant with the reading and writing at the intermediate and advanced level. The majority of our students show a need for additional reading and writing support; a large portion of the ELL curriculum is focused on these two modalities, but not excluding listening and speaking. As a result, other staff members such as our intervention staff, speech therapists, and reading specialists work with our ELLs to provide support that is needed as reflected by their NYSESLAT modality scores.

4.

a. When examining student results, several patterns are evident. Across proficiencies and grades, students performed better on the Listening and Speaking section of the NYSESLAT. Of our nine ELLs in grades K-3, five are proficient in Listening and Speaking, as compared to one student who is proficient in Reading and Writing. Of our five ELLs in grades 4-5, three students are proficient in Listening and Speaking as compared to zero proficient students in Reading and Writing. Last year, we had one student who took the NYS Math and Social Studies tests in her native language of Arabic. This student scored a 2 on the Math, and a 3 on the Social Studies test, which is aligned with the scores of other ELLs who took the test in English.

b. At this time, River East Elementary School does not use the ELL Periodic Assessment.

c. At this time, River East Elementary School does not use the ELL Periodic Assessment.

5. N/A

6. The success of our programs for ELLs is evaluated on many levels. Students' performance on the NYSESLAT is taken into consideration when evaluating the success of our program. Sixteen students were tested last year. Of those students, a total of six moved up a proficiency level, two of which passed the NYSESLAT. Three of the students who did not move up a level, or who appeared to move down a level, were tested with the LAB-R and then the NYSESLAT.

Part VI: LAP Assurances

- 1. Beginner
- 2. Intermediate
- 3. Advanced

- 1. Advanced (indicated from LAB-R)
- 2. Intermediate
- 3. Intermediate

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		