



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** RIVER EAST ELEMENTARY  
**DBN (i.e. 01M001):** 04M037  
**Principal:** ROB CATLIN  
**Principal Email:** [DCATLIN@SCHOOLS.NYC.GOV](mailto:DCATLIN@SCHOOLS.NYC.GOV)  
**Superintendent:** ALEXANDRA ESTRELLA  
**Network Leader:** DAN FEIGELSON

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature\*\*.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Rob Catlin	*Principal or Designee	
Lisa Chille	*UFT Chapter Leader or Designee	
Capucine Hamilton	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Natalie Holness	Member/ Teacher	
Monserrate Ortiz	Member/ Parent	
Vanessa Baldini	Member/ Teacher	
Marcia Walker	Member/ Parent	
Mike Panetta	Member/ Assistant Principal	
Tashina Walker	Member/ Parent	
Amelia David	Member/ Teacher	
Kia Singleton	Member/ Parent	
Leisha Sergent	Member/ Teacher	
Tasha Crowley	Member/ Parent	
Leigh Anne Keichline	Member/ Teacher	
Tenisha Sterling	Member/ Parent	
Amy Rida	Member/ Parent	
Eileen Maloney	Member/ Teacher	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 65% of students will score a level 3 in the development category of the MOSL rubric on their MoSL performance assessments and score at least "within/above" in Writing From Sources on the 2013/204 NYS ELA Assessment.

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The literacy team determined (based on an analysis of student work, NYS ELA exam scores, and MOSL assessments) students are not using evidence from the text in responses to both fiction and non-fiction reading. They are also not writing at length about their reading, which is an expectation in the Common Core Learning Standards. Our goal is to increase the frequency and length of student writing about reading.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. - Create a school-wide system for writing/elaborating on post-its (dialogue journals, for example) and develop rubric and exemplars for post-its and other responses to reading.
2. \$24,000 is allocated in the school budget to pay for Teachers' College to help develop these rubrics.

#### **B. Key personnel and other resources used to implement each strategy/activity**

- Vertical Planning Literacy Team comprised of one teacher from each grade  
Teachers College Staff Developers

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. - Vertical Planning Team reviews systems, rubrics, and exemplars to ensure vertical alignment monthly

#### **D. Timeline for implementation and completion including start and end dates**

1. By December 6<sup>th</sup>, goals and rubrics are developed and distributed to school community
2. On January 23<sup>rd</sup> the rubric will be analyzed along with exemplars from each grade.
3. In February a professional development will be planned to address the findings of the January 23<sup>rd</sup> meeting.
4. In March the progress of students will be monitored at the Vertical Planning Literacy meeting
5. In April a professional development session will be planned to address the findings of the March meeting
6. In May the progress of students and next steps for the team will be analyzed at the Vertical Planning Literacy meeting.
7. In the summer, when scores and item analysis of the test are released, the team will analyze the results of the ELA assessment to determine the efficacy of the strategies used and the next steps for the school.

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Monthly Vertical Planning Meetings
2. Teachers College Professional Development and Coaching

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Curriculum Night  
Literacy Night  
TC Parent Workshops

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

## Goal and Action Plan #2

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 80% of students will be able to recognize grade appropriate knowledge of addition, subtraction, multiplication, and division facts. 4 out of 5 times out of context, and 4 out of 5 times within context as measured by school-created assessments.

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Teachers have noticed through formal assessments data and informal assessments, that students are not using their understanding of grade appropriate facts when solving simple to complex math problems. It was also noted on a school wide professional development survey that a majority of the teaching staff were concerned about the students ability to acquire and use math fluency facts.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Teachers will modify weekly fact quizzes to include more story based word problems that incorporate grade appropriate math facts. Teachers will also modify their math workshop modeling by choosing numbers that are most efficiently solved by using math facts.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. The Vertical Planning Math (comprised of one teacher from every grade) will meet monthly to work on the goal and will give professional development to teachers based on the progress of the goal.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Our target is to have 80% of students recognize grade appropriate facts in and out of context 4 out of 5 times by June 2014.

#### **D. Timeline for implementation and completion including start and end dates**

1. By December 21<sup>st</sup>, teachers will be given a baseline assessment to administer that incorporates facts in and out of context.
2. The data from that assessment will be shared at a staff meeting on January 6<sup>th</sup> with the staff and next steps based on the data for that assessment will be given during the professional development activity in that meeting.
3. In February the Vertical Planning Math Team will meet again to give the assessment again.
4. In March, the Vertical Planning Math Team will review the finding of the assessment and plan a professional development activity for April based on that data.
5. In April, the Vertical Planning Math Team will give the assessment for a final time.
6. In May, the Vertical Planning Math Team will review the year-end data and determine next steps for 2013/2014.

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. The Vertical Planning Math (comprised of one teacher from every grade) will meet monthly to work on the goal during the Thursday morning time that was voted for in the school's SBO last year.
2. Common Planning meetings for grades will be used throughout the year to check on the progress of the goal.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Teachers will send home copies of the grade appropriate math facts. During math night teachers will inform parents of grade appropriate math facts and how to help their child use it to solve math problems. Teachers will strategically, when possible incorporate numbers in the math section of the homework that support the usage of math facts.

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

### Goal and Action Plan #3

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By May 2014, parental involvement will increase by 25% at school events as measured by sign-in sheets at parent events.

#### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Throughout the last three years the school has focused on increasing parental involvement. What we have found is that attendance at events such as “Town Meeting, “Potluck Curriculum Night” and “Art/Science Night” is traditionally high (around 50% - 70% of families attend) while attendance at other events (“Literacy Night” and “Math Night” are not as high. We continue to look for ways to increase parent involvement at all events.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **A. Strategies/activities that encompass the needs of identified subgroups**

1. More parent announcements during Town Meeting and whole school events (Potluck, Movie Night)
2. Talking to Parent Association about being more vocal about events
3. Creating “Class Parents” for each classroom.
4. Sending a list of different school events to ask families to attend and/or volunteer
5. Designing new events based on parent feedback for the spring.

##### **B. Key personnel and other resources used to implement each strategy/activity**

1. The SLT will be consulted at monthly meetings to determine the needs and interests of parents
2. During January, each class will be given a “Class Parent” who is involved in contacting other families to promote upcoming events and to look for feedback about improving events in the future.

##### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. The data from the Literacy Night will be used as “baseline” data and compared to other events such as “Math Night” in January to look for growth. We hope to increase the number of parents present by at least 10% at Math Night and an additional 15% by our spring events.

##### **D. Timeline for implementation and completion including start and end dates**

1. In January, class parents will be chosen and a “Math Night” will be held.
2. At February’s SLT meeting, the team will meet to talk about attendance at Math Night and brainstorm a new event for the spring and ways to increase involvement at that event as well.
3. At spring SLT meetings throughout the year attendance from previous events will be discussed and next steps for planning events and increasing parent involvement will be planned

##### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Each Friday is a “Town Meeting” where upcoming events will be announced upcoming parent events.

#### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

(see Section A)

#### **Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

## Goal and Action Plan #4

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 90% of students in our Inquiry Target Group will improve their self-correcting ratio on their instructional reading level by at least 50% as measured by quarterly Fountas and Pinnell "running record" reading assessments.

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- The structure of Inquiry work in 2012-2013 allowed each teacher to be involved in Inquiry but lacked cohesion on a school-wide level. Therefore the structure of Inquiry work was changed to include a grade leader on each team who would communicate with other grade leaders to ensure coherence and efficacy.
- At the end of the 2012-2013 year the Inquiry teams discussed possibly focusing on a school-wide math goal for the 2013-2014 school year
- After looking at our school's test scores it was evident there is more of a need in ELA
- Based on the ELA test scores, the Inquiry Team decided to focus on reading, while also hypothesizing that increased reading ability would also influence math test scores due to the instructional shift on the Common Core-aligned math assessments
- To gather baseline data, we looked at each Fountas and Pinnell Running Record and analyzed reasons students were not advancing reading levels
  - We hypothesized our students were not advancing reading levels due to comprehension
- Upon analyzing the F&P's, we found that the majority of students were not passing reading levels due to accuracy, specifically lack of self-corrections
- The inquiry team formulated a school-wide hypothesis stating:
  - *According to the Fountas and Pinnell reading assessments, our target population of students are not progressing reading levels because they are failing to self-correct thus not meeting the F&P benchmark for accuracy.*
- To find the target population in each grade, teachers gathered all of the F&P's from students who did not advance reading levels due to accuracy
- Teachers then prioritized students in the lowest third of the grade using a formula created by the inquiry team to determine the percentage of self corrections
- Grade level teams formulated long-term goals, a short-term goal, and a strategy for goal achievement.
- Currently we are evaluating the efficacy and relevancy of the strategies the teams have developed and giving feedback for each grade leader to take back to their team.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. By November 2013, each grade developed a separate strategy that was designed by analyzing the running records of the students in their grade's "target group" and this strategy is to be implemented through December 21<sup>st</sup>, 2013.
2. Every month the grades will meet on Thursday mornings and the grade "leaders" will meet afterschool (10 months X 6 teachers X \$48.80 from fair student funding) to

plan next steps for Inquiry Work.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Every grade has a "grade leader" who meets with the grade and then the school-wide team to ensure cohesion and efficacy of the strategies being implemented.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. On December 21<sup>st</sup>, the teams will meet to discuss the progress on the short-term goals and plan next steps based on the results of the first cycle of Inquiry Work. Every 6 weeks during the year grade teams will revise and implement new strategies intended to improve self-correction in the students in the target group. By June 2014 the team will analyze the results of the year and determine whether the students are improved in their self-correcting and whether or not that has had an impact on their reading ability.

**D. Timeline for implementation and completion including start and end dates**

1. The first cycle for Inquiry Work is to end on December 21<sup>st</sup>, and the next cycles will be scheduled every 6 weeks where teams will meet to check on progress and plan next steps until June 2014 where the final data will be submitted.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Teachers voted (via their SBO in the spring of 2013) to use one Thursday a month for Inquiry Work. Some grade meetings during the day will also be used for Inquiry Work as well as some afterschool meetings with the School Inquiry Team to check on progress.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Results of the Inquiry Team will be shared at SLT meetings throughout the winter and spring.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #5**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**D. Timeline for implementation and completion including start and end dates**

1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

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### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ul style="list-style-type: none"> <li>-Reading Rescue</li> <li>-Foundations</li> <li>-Wilson</li> <li>-Great Leaps</li> <li>-Leveled Literacy Intervention (LLI)</li> </ul>	<ul style="list-style-type: none"> <li>-Small group</li> <li>-Push-in support in classrooms from intervention teachers and related service providers</li> <li>-One-on-one</li> </ul>	<ul style="list-style-type: none"> <li>-During the school day</li> <li>-During extended day in the morning before school</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>-Hands-on curriculum</li> <li>-Differentiated curriculum</li> <li>-Vocabulary practice</li> <li>-Math facts practice</li> <li>-Targeted small group intervention based on teacher assessments</li> </ul>	<ul style="list-style-type: none"> <li>-Small group</li> <li>-Push-in support in classrooms</li> <li>-One-on-one</li> </ul>	<ul style="list-style-type: none"> <li>-During the school day</li> <li>-During extended day in the morning before school</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>-Smaller group size</li> <li>-Differentiated instruction with the assistance of related service providers</li> </ul>	<ul style="list-style-type: none"> <li>-Push-in support from related service providers</li> <li>-Paraprofessionals push into Science to decrease the class size ratio of teacher to student</li> </ul>	<ul style="list-style-type: none"> <li>-During the school day in the Science classroom</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>-Repeated readings</li> <li>-Differentiated texts</li> </ul>	<ul style="list-style-type: none"> <li>-Push-in support from intervention teachers and related service providers</li> </ul>	<ul style="list-style-type: none"> <li>-During the school day</li> </ul>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<ul style="list-style-type: none"> <li>-At risk counseling</li> </ul>	<ul style="list-style-type: none"> <li>-Small group</li> <li>-In class support</li> <li>-One on one</li> </ul>	<ul style="list-style-type: none"> <li>-During the school day</li> </ul>

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teachers are hired by a hiring committee comprised of teachers, administrators, and related service providers. Assignments are made based on a combination of teachers' preference sheets and the administration's decisions regarding the best direction of the school.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Teachers and administrators are involved in professional development with Columbia University's Teachers College which allows for 20 staff development sessions on site, as well as each teacher attending two workshops throughout the year with Teachers' College. Math professional development and social studies professional development is designed by teams of teachers inside of the school and implemented at staff meetings and Thursday mornings.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
These funds are used to support the instruction of these students through funding an afterschool test prep program.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Our school does not have a Pre-K program but there is a spring event for incoming Kindergarten parents where we meet the new families and start to work on adjusting them to their new school for the upcoming fall. We also have an August "Meet and Greet" with the new families in order to help them get to know our staff as well as for the staff to get to know the new families and students.

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The assessments used by our school are designed and selected by teams of teachers known as "Vertical Planning Teams" for Math, Literacy, Science and Social Studies (or "Content"). Our MoSL (Measures of Student Learning) committee also selected the teachers' MoSL options for the 2013/2014 school year.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

- *River East will provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*
  - using academic learning time efficiently;
  - respecting cultural, racial and ethnic differences;
  - implementing a curriculum aligned to the Common Core State Learning Standards;
  - offering high quality instruction in all content areas;
  - providing instruction by highly qualified teachers

**Cohesive Curriculum**

River East has 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 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.

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>4</b>	Borough <b>Manhattan</b>	School Number <b>37</b>
School Name <b>River East Elementary School - PS 37</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Don Catlin</b>	Assistant Principal <b>Michael Panetta</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Vanessa Baldini</b>	Guidance Counselor <b>Maura Kyne</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Jesenia Duran</b>
Related Service Provider <b>Jen Lee</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. 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 currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>208</b>	Total number of ELLs	<b>9</b>	ELLs as share of total student population (%)	<b>4.33%</b>
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## Part II: 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

This school offers (check all that apply):

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0								0
<b>Freestanding ESL</b>														
Push-In	0	4	0	0	0	4								8
Pull-out	0	4	4	0	0	4								12
<b>Total</b>	<b>0</b>	<b>8</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>20</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	4
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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	6	0	3	3	0	3	0	0	0	9
Total	6	0	3	3	0	3	0	0	0	9

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

\*EP=English proficient student

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	
	EL	EP																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**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
<b>TOTAL</b>	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: ____	Hispanic/Latino:
Native American: ____	White (Non-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	0	2	4	0	0	3								9
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	2	4	0	0	3	0	0	0	0	0	0	0	9

## Part III: Assessment Analysis

**Assessment Breakdown**

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	0	0	0								0

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					!Und
4					
5	3				
6					
7					
8					
NYSAA Bilingual (SWD)					

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									
4									
5	2		1						
6									
7									
8									
NYSAA Bilingual (SWD)									

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									
8									
NYSAA Bilingual (SWD)									

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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								

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

1. 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

To assess the early literacy skills of our ELLs, we employ a variety of assessments. Emergent readers are assessed on concepts of print, letters, and sounds. Students are also given Fountas and Pinnell running records and coordinating comprehension questions. The F&P assessment is administered in English. The data gathered from the F&P Assessments allows us to know where to drive our instruction based upon current levels of student achievement.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The scores of the 2013 NYSESLAT indicate a data pattern that shows the vast majority of our students have increased their English language proficiency level since first taking the LAB-R. In the spring of 2013, 16 students took the NYSESLAT exam. Of those 16 students, 10 of them or 62.5%, scored beginner on the LAB-R when they were first admitted. When analyzing the scores of the 2013 NYSESLAT, 13 of the 16 students, or 81%, moved to advanced or proficient, and 3 of the 16, or 19%, moved to intermediate. Thus showing 100% of students have moved proficiency levels since initially being identified as an ELL on the LAB-R.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

This year, all ELLs who took the 2013 NYSESLAT at River East placed Advanced on the 2013 NYSESLAT with the exception of three students who placed Intermediate and those who scored Proficient indicating ELL services are no longer needed. When analyzing the NYSESLAT scores, it is evident that the overall majority of students scored the highest in the speaking modality. The lowest modality amongst all students was writing. This data will inform instructional decisions on many levels. Our ESL teacher will place a large emphasis on reading and writing instruction and will employ a variety of methods to help support the development in these modalities. While not excluding speaking and listening, the two highest modalities, the teacher will differentiate instruction and make informed instructional decisions that will help improve the quality of students' reading and writing.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. When examining student data, many trends are apparent. Across modalities and grades, students performed better on the Listening and Speaking section of the NYSESLAT. Last year, none of our students in testing grades were eligible to take the ELA or Math tests in their home language due to the fact they were not new immigrants. Therefore, we do not have data to show how ELLs fare in taking tests in English as compared to their native language.

b. Presently, 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. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Our school's RtI team meets weekly to discuss the needs of students. The team is comprised of our school's administration, speech therapist, SETTS teacher, guidance counselor and ESL teacher. The ESL teacher is an important part of the team as it assures best practices for ELLs can be implemented into recommendations for students brought to the RtI team. Currently, if a teacher has data to support a student is not progressing as expected in the classroom, he or she brings the case to the RtI team where the team reviews the case and helps to implement Tier 1 or Tier 2 suggestions. The team uses the data to guide instruction for ELLs and employs ELL-specific strategies into all recommendations based on the expertise of our school's ESL teacher.

6. How do you make sure that a child's second language development is considered in instructional decisions?

All instructional decisions are rooted in the understanding that second language development is imperative for the success of our English Language Learners. Assessments are given throughout the year to assess students' current levels of second language acquisition and instruction is guided based on the results of the assessments. Additionally, to help students with second language development in the classroom, the ESL teacher meets with classroom teachers to share best practices and differentiation strategies to be implemented to help support language learners.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?

- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

River East Elementary School does not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- Students' performance on the NYSESLAT is the main factor in determining the success of our program for ELLs. In May of 2013, 16 students took the NYSESLAT exam. Of the 16 that took the exam, seven students moved a proficiency level, three of which students scored Proficient, determining that ELL services are no longer needed. Of the students who did not move a proficiency level, progress was still made when looking at the raw score of each modality. Additionally, the success of our program is measured when looking at Fountas and Pinnell, Running Records, Writing On Demand Data, student report cards and achievement toward grade level learning standards. The table below showcases students grade, 2012-2013 proficiency level and current proficiency level based on the results of the 2013 NYSESLAT exam administered in May.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
Upon registration at River East Elementary School, every family of a newly admitted student completes a Home Language Intake Survey (HLIS). At this time, families also partake in an informal interview, in English or their native language as necessary. The survey and interview are both conducted by a licensed pedagogue. Upon completed registration, our certified ESL teacher reviews each HLIS, determines the home language and determines if LAB-R testing is necessary. The LAB-R is administered within 10 days of registration to any eligible student. 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 of students who scored below the cut-off score on the LAB-R are invited to attend a parent orientation to learn about placement options and also to select the desired program. Each spring, previously identified ELLs are administered the NYSESLAT. Prior to testing, parents are notified of the upcoming NYSESLAT exam. 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 ESL instruction weekly. Students who placed at the advanced level of the NYSESLAT receive 180 minutes of ESL instruction weekly. The families of students who placed at the proficient level are notified of the change in ELL status and are provided with transitional information. All of the above is completed by and the responsibility of our school's ESL teacher/program coordinator.
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.  
Families of students who require language services are contacted after the administration of the LAB-R exam within the first ten days of enrollment. To ensure the families of students who require language services understand the three program choices, a parent orientation is conducted. The orientation is offered at a minimum of two different times to ensure parents can attend. Any parent who cannot attend, the ESL teacher meets with individually. Our school's certified ESL teacher conducts the parent orientation. Additionally, our school's bilingual parent coordinator attends to ensure parents understand the provided information. Prior to the orientation, families receive literature, in both English and their home language, so they can familiarize themselves with the information prior to the meeting. At the orientation, families watch a video, in English and/or their home language that clearly explains the three program choices of Transitional Bilingual, Dual Language and Freestanding ESL. In addition, families are provided with further literature that explains the program choices. After the video and a discussion, the families are invited to ask questions to gather more information. At this time, parents are informed of the Transfer Option, area schools with specific programs not offered at River East and our school's obligation to open a program if a sufficient number of families request such a

program. When parents have a sufficient understanding of the three choices, they are then asked to complete Program Selection forms and Parent Surveys. Within ten days upon enrollment, all ELLs are placed in the selected program. Throughout the year, orientation sessions are provided for parents on an ongoing basis. For parents who wish to place their child in a program that the school does not provide, they are given a list of schools in the district with that program.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

All written communication that is sent home to families is sent with a Tear-Off Sheet for parents to complete. The Tear-Off Sheet requires parents to sign, date and return to ensure they have read and understood the attached information. Copies of entitlement letters are kept on file in our school's ELL Compliance Binder. The ESL teacher files Tear-Off Sheets in the ELL Compliance Binder and keeps track of returned sheets on an Excel Spreadsheet. Parent Survey and Program Selection forms are completed on the school's premise during Parent Orientation. At that time, the ESL teacher copies the forms, placing one set of copies in the cumulative folder, and one copy in the ELL Compliance Binder.

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.

Each year, the ESL teacher retrieves and examines LAB-R and NYSESLAT scores using the Web Connect system. Parents of newly identified children are invited to the school for Parent Orientation at which curriculum and instruction are discussed along with program details. Prior to the orientation, parents receive a translation request form to be completed and returned. River East has several bilingual staff members who are able to provide Spanish translations if needed. As new admits enter the school, a licensed pedagogue completes the HLIS with parents, with a translator as needed. As the HLIS are completed, they are reviewed to determine if the LAB-R needs to be administered or if prior scores need to be examined. 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. The Translations Services Unit is contacted as needed for students with a home language that we do not have written translations available. Parents of students previously enrolled in an ESL program are informed of the NYSESLAT scores and current proficiency level. 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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Each year, our certified ESL teacher attends professional developments to prepare for the administration of the NYSESLAT. Prior to the days of testing, the ESL teacher creates a schedule with the school principals. Students are grouped according to the testing bands: kindergarten, grades 1-2, grades 3-4, and fifth grade. The schedule is shared with all teachers and staff in the building to ensure awareness of testing dates. For the speaking modality, students are administered the test on a one-on-one basis. The rest of the modality tests are administered as per grade bands and are done in the following order: listening, reading, and writing.

6. 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.) 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. 

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. Out of the 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 2010-2011 school year, five new ELLs entered the school, all of which opted for freestanding ESL instruction. For the 2011-2012 school year, four new ELLs entered the school, all of which opted for freestanding ESL instruction. In 2012-2013, two new ELLs entered the school, both of which opted for freestanding ESL. For the current 2013-2014 year, we have not had any ELLs enroll at River East. According to the trends, our program models offered are aligned with parent requests

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))

- 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])?

Instruction is delivered in a combination of push-in and pull-out periods by our certified ESL teacher. Students who placed Beginner or Intermediate on the LAB-R or NYSESLAT receive 360 minutes of ESL instruction weekly. Students who placed Advanced received 180 minutes of ESL instruction weekly.

- a. The organization models of our school's ELL population are a combination of push-in and pull-out groups. The ESL teacher works diligently to push into classes where students are Beginners or Intermediates to provide them with in-class support.
  - b. The program models are heterogeneous in both proficiency levels and grade levels. Given the small ELL population of our school, our ESL teacher typically combines students in Kindergarten and first grade, second grade and third grade, and fourth grade and fifth grade. The grade bands are flexible given the number of students in each grade and for logistical matters.
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)?

Our certified ESL teacher is able to meet all of the mandates of every English Language Learner at our school.

- a. Our certified ESL teacher is able to meet the mandates of every ELL at River East Elementary School. The mandates are met through a combination of push-in and pull-out services. Students who scored on the beginner or intermediate level receive 360 minutes of ESL instruction weekly. Students who scored in the advanced level receive 180 minutes of ESL instruction weekly. During pull-out sessions, our ESL teacher employs the Workshop Model which incorporates Balanced Literacy (shared reading, read alouds, etc). Additionally, our ESL teacher creates language-rich thematic units aligned to the Common Core Learning Standards. In addition, all students receive ELA instruction in their classroom. The structure of the schedule allows for all students' mandates to be met.

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 foster language development and meet the demands of the Common Core

## Learning Standards.

Our pull-out ESL classes are conducted solely in English. To make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards, our certified ESL teacher develops her own curriculum with a team of other certified ESL teachers from the same CFN 203 Network. The curriculum encompasses content, standards and language objectives to provide students with a language-rich, comprehensible curriculum to foster language development while aligning with the CCLS.

Additionally, 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. Native language books and materials are available in the ESL classroom to help support student's native language development and content comprehension. 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 grade 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.

The ESL 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. 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. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

If a student places below the cut-off score on the LAB-R indicating he or she qualifies for ESL services, the Spanish LAB is administered. The Spanish LAB is a valuable tool that allows us to measure students' native language strengths. Knowing that a person's proficiency level in their L1 is the greatest indicator of language acquisition in the L2, the ESL teacher can use the measurable outcomes from the Spanish LAB to tailor instruction. As per CR-Part 154, students in grades K-8 at the beginning and intermediate proficiency levels must receive 360 minutes of ESL instruction weekly. Students in grades K-8 at the advanced proficiency level must receive 180 minutes of ESL and 180 minutes of ELA.

### 5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year, our ESL teacher creates units and lesson plans that encompass the four modalities. Throughout the year, formative and summative assessments in all four modalities are conducted. Assessments include F&P running records, standards and rubric-based writing assessments, and conferring during small group work. The results of the assessments allow the teacher to inform her teaching and tailor instruction based on the needs of the students.

### 6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- 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 former ELLs (in years 1 and 2 after testing proficient).

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 in-class scaffolds and differentiation, literacy intervention, small-group math instruction, guided reading instruction, Reading Recovery, Wilson Reading System and Foundations.

b. Of the 9 ELLs at River East, all students have been in US schools since the start of their schooling. Six have been in US schools less than three years. Of those 6 students, 2 are in first grade and 4 are in second grade. All other students have been in school for more than three years. Should a newcomer come to our school, River East provides newcomers with nonfiction texts in their native language. 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 or more years. Two of these ELLs are former IEP (Individualized Education Plan) students and one currently has an IEP. The student with the IEP is in a Collaborative Team Teaching (CTT) class. All long-term ELL students receive academic support tailored to their needs. Furthermore, the students receive pull-out ELL instruction which focuses on reading, writing and listening as implied by their scores on the 2013 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. All parents of former ELLs are immediately notified of the change in ELL status. All families receive transition letters. Former ELLs receive testing accommodations for two years. Additionally, they are classified on data reports so teachers will be aware of their unique learning needs.

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

Identified ELL-SWDs receive individualized academic support both within and outside of the classroom. Scaffolded instruction is provided to help students and provide them with instruction tailored to the needs of each student. 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 provide best instructional strategies and to help maintain instructional consistency inside and outside of the mainstream classroom. These practices provide access to content areas in addition to accelerating ELL-SWDs language development. Such instructional strategies and grade-level materials include: adapted materials, small group instruction, repeated directions, modified directions, etc. Our ESL and special education teachers work together to provide each student with the appropriate content and instruction.

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

To meet the diverse needs of ELL-SWDs within the least restrictive environment, our ESL teacher and related service providers work closely to avoid scheduling conflicts. In addition, our ESL teacher plans pull-out groups during appropriate times. She also staggers the pull-out groups throughout the week so the student is not missing the same subject matter throughout each week. Additionally, our ELL teacher pushes into classes to help students within their classroom setting.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes


### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. 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.
- In both the ESL classroom and students' mainstream classroom, assessments are used to guide instruction and inform teachers of present levels of performance. Both classrooms use Columbia University's Teacher's Colleges curriculum for reading and writing. Fountas and Pinnell Running Records are used on a regular and consistent basis to assess students' reading levels. Letter sounds, sight words, reading comprehension, and other literacy skills are also assessed throughout the year. In math, River East uses the TERC Curriculum. Students are assessed periodically throughout each unit. The Montgomery Waters assessment is used to assess students, specifically those in target intervention groups. Any student, regardless of ELL status, that requires more support is brought to the Response to Intervention (RtI) team where the team is presented the student's case and brainstorms ideas or targeted intervention programs. Such program suggestions are small group instruction, Wilson Reading System, Foundations, Leveled Literacy Intervention, Reading Recovery, Speech and Language Services, or any intervention tailored for a specific student's needs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program has been proven effective based on the results of the 2013 NYSESLAT exam. Of the 16 students that took the NYSESLAT exam last May, 19% placed proficient, indicating ELL services are no longer required. Additionally, out of the 16 students, 30% moved up a proficiency level. Of the students who did not place proficient, or move a proficiency level, progress was made on the individual raw scores. All students have moved proficiency levels when compared to their initial LAB-R proficiency level. The aforementioned scores are indicative of the effectiveness of the current program. Additionally, student performance within their mainstream classroom is another indicator of the program effectiveness.
11. What new programs or improvements will be considered for the upcoming school year?
- For the upcoming school year, an enhanced nonfiction curriculum will be implemented. As a means for students to gain content, vocabulary and language skills all units will be focused on nonfiction and/or current events. This will enable students to have the vocabulary and skills necessary for various language activities. Types of literature students are exposed to will also be expanded this year. Students will interact with audio books, newspapers, magazines, the Internet, and various forms of literature.
12. What programs/services for ELLs will be discontinued and why?
- No programs/services will be discontinued for ELLs this year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All students at River East Elementary School are afforded equal access to all school programs. River East boasts a wide array of enriching programs. All kindergarten and first grade students take part in a tennis program. All second graders take part in an instructional swimming program at Asphalt Green. All students at River East are able to choose an enrichment club that meets once weekly likened to their interests. Such clubs include: aerobics, soccer, Italian, puzzles, drawing, Girl Talk, cooking and more. Additionally, all students take part in chorus and dance. Violin is an available option for all students, and students are selected on a lottery basis. After school programs include Track and Field and Orchestra with the Salvation Army. All ELLs are allotted in the same manner as other students and are always afforded equal access to all school programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- River East Elementary School takes pride in its abundance of instructional materials. River East has an array of instructional materials including: SmartBoards, iPods, iPads, a laptop cart, desktop computers in classrooms, listening centers, audio libraries, Discman, word walls, literacy-rich games, and more. These instructional materials are available to all students, including ELLs, as a means to provide sound instruction.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is an important component at River East. All classroom libraries boast a diverse array of bilingual materials. Such materials include bilingual dictionaries, books in students' native language and translated materials. All instruction at River East is conducted in English. Native language is supported in the materials, and as necessary for newcomers. River East, a culturally diverse community of learners, celebrates traditional holidays and cultural events to celebrate culture through songs, poems, and materials. To help support parents, all written material sent home is translated. Meetings with families are routinely held and translation services are available as needed. A list of bilingual staff is kept on hand in our school's ELL Compliance Binder as a means to know which staff can provide language services to our families to provide native language support.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

Our ESL teacher works to ensure that all required services and resources correspond with ELLs' ages and grade levels. ELLs are grouped together by grade level. Within each group, the teacher differentiates and provides small group instruction based on present levels of performance and in turn provides level-appropriate resources incorporating grade-level content.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

To assist newly enrolled ELL students before the beginning of the school year, our school hosts a Meet and Greet each year to allow students to meet their teachers and tour the school prior to the first day of school. Additionally, before enrollment, each new family is offered a tour to assist in the transition of coming to a new school. Throughout the year we have a host of enriching activities, open to all students and families such as Curriculum Night, Math Night, Literacy Night and Movie Night.

18. What language electives are offered to ELLs?

Currently there are not official language electives offered to ELLs, other than Italian, which is offered to students in grades 3-5 during our weekly Clubs enrichment program.

19. For schools with dual language programs:

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

River East Elementary School does not have a dual language program.

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Our school's ESL teacher attends monthly ELL Professional Development meetings offered by our CFN Network. Additionally, she attends Teacher's College professional developments and partakes in webinars and various continuing education opportunities as they arise. All classroom teachers of ELLs have equal opportunity to attend professional developments offered at Teacher's College; many of which are specific to teaching ELLs. Additionally, our ESL teacher turnkeys information.

2. Teachers of ELLs, including classroom teachers and the ESL teacher, are offered ample opportunity to attend professional developments for ELLs at Teacher's College. Many of the professional development opportunities offered are geared toward making the Common Core Learning Standards accessible for ELLs. Additionally, all teachers work with staff developers to support ELLs as they engage in the Common Core Learning Standards.

3. 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. Our parent coordinator is bilingual and attends all meetings to translate and act as a resource to parents. Any additional support that families and students may need is provided on an as needed basis.

4. All teachers partake in CFN 203 training as well as Teacher's College professional development focusing on the topic of English Language Learners to ensure their 7.5 hours of ELL training are fulfilled. Furthermore, additional professional development opportunities are offered. Teachers re invited to partake in an annual 3-day professional development language series at Bank Street College, focusing on ways to support ELLs in their classroom. Teachers are required to submit agendas and participation certificates which are stored in teachers' files.

## D. Parental Involvement

1. Describe ELL parent involvement in your school? Include specific activities that foster parental involvement for 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?
  1. River East encourages and welcomes parental involvement in our school. 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 and conferences 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 meetings and events, which are held in both English and Spanish.
  2. Our parent coordinator and ESL teacher work diligently to partner with many agencies and Community Based Organizations to provide workshops for parents. Our school offers a variety of workshops throughout the year on an array of topics. Each workshop is offered to all parents and translation services are provided. In the past year we have had workshops on nutrition, reading and math. Most recently, our school partnered with the Violence Intervention Program and offered a workshop on domestic violence.
  3. Our parent coordinator, who is an advocate for our parents, plays an active role in evaluating the needs of parents and is actively involved in the PTA and Parent Association, 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. She is very close with our families and helps gauge their needs and acts as a liaison for important matters. In addition, the leaders of our Parent Association assess parental needs by conducting meetings and surveys. 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. Informal surveys are administered and reviewed to assess the needs of parents. 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.
  4. As detailed in question 3, 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. Parent workshops are tailored to meet the needs of our parents who can then better support our students. For example, parents of third graders partake in a Testing Workshop to help inform them of standardized tests their children will be taking. In addition, we provide several other types of workshops to help parents and address their needs such as reading with children at home and staying healthy and living an active lifestyle through various events such as Literacy Night and Math Night. In addition, our Curriculum Night, which happens in the beginning of the year, informs parents of instruction and classroom happenings. This popular night addresses the needs of keeping parents informed of their child's learning and education.

## E. Additional Information

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

Students highlighted in this document are current ELLs presently enrolled at River East Elementary School unless otherwise noted. NYS Math and ELA scores are indicated for current fifth graders, based on their fourth grade test.

## Part VI: LAP Assurances

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rob Catlin	Principal		1/1/01
Michael Panetta	Assistant Principal		1/1/01
Jesenia Duran	Parent Coordinator		1/1/01
Vanessa Baldini	ESL Teacher		1/1/01
	Parent		1/1/01
Jen Lee (R.S Provider)	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Maura Kyne	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 04M037 School Name: River East Elementary School -PS 37

Cluster: 2 Network: 203

**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**

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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.

Upon registration, all parents complete a Home Language Intake Survey (HLIS) with a license pedagogue. If available, the HLIS is provided in the home language if it is other than English. At this point, parents indicate their preferred language of both written and oral communication. To assist in translation, the school has a list of bilingual staff members who can assist with translations and interpretations. Additionally, the school utilizes the Department of Education's Translation and Interpretation Unit. After the home language has been identified on the HLIS, the information is entered into ATS for documentation of the preferred language of communication.

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.

Families who indicate a home language other than English are documented in ATS. From this list, the school provides written and oral communication in their home language. Currently, all families who have a home language other than English have a home language of Spanish. As a result, mass messages that are sent out via School Messenger are delivered in both English and Spanish. Translators are available at all school events including but not limited to family conferences.

## Part B: Strategies and Activities

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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.

In accordance with the Chancellor's Regulations A-663 PS/IS 276 will provide timely written translation to parents during registration periods, workshops, conferences and special events according to the assessed language needs described in Part A of this document. Staff members and parent volunteers proficient in a language other than English are available for translation and to provide written translation services for parents when they come to speak to staff/administration. If a staff member or volunteer is not available, the NYC Department of Education's Translation and Interpretation Unit services will be used. Written translations will also be obtained from officially translated DOE documents from the DOE website.

In accordance with Section V of the Chancellor's Regulation A-633, documents from the DOE central offices will be provided in languages requested by parents and provided by the DOE. These documents include, but are not limited to:

- registration, application, and selection
- standards and performance (e.g., standard text on report cards)
- conduct, safety, and discipline
- special education and related services and transfers and discharges

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.

Staff members and parent volunteers proficient in languages other than English are available to provide oral interpretation services for parents when they come to speak to staff/administration regarding concerns and/or their student's academics or behavior issues, as well as other meetings. If a staff member or volunteer is not available, the NYC Department of Education's Translation and Interpretation Unit services will be used. If necessary, the school will also use interpretation services from an approved vendor.

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>.

Parents received the Parent Bill of Rights upon registration.