



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** THE RIVER SCHOOL PS 281  
**DBN (i.e. 01M001):** 02M281  
**Principal:** NICOLE ZICCARDI YERK, IA  
**Principal Email:** [NZICCARDI@SCHOOLS.NYC.GOV](mailto:NZICCARDI@SCHOOLS.NYC.GOV)  
**Superintendent:** MARIANO GUZMAN  
**Network Leader:** DAN FEIGELSON



# **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.  
 Kindergarten students will receive rigorous balanced literacy instruction aligned to the Common Core Learning Standards (CCLS) to support students in meeting grade-level reading expectations (or making significant progress).

### **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.  
 Our teacher inquiry team has identified reading as a priority area for the 2013-14 school year. As 100% of our classes are structured according to the Special Education Reform, our instructional approach must address student learning for all ability levels and learning styles.

### **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. Students will receive rigorous balanced literacy instruction aligned with the CCLS, developed by The River School Staff, led by our learning specialist.
2. Classroom teachers, the learning specialist, and our ESL teacher will meet with individual and small groups of students to provide reading interventions (Guided Reading, Strategy Instruction, Reading Conferences).
3. Students will be assessed at least three times per year in word and letter identification, decoding and comprehension using the Fountas and Pinnell Benchmark Assessment Kit.

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

1. Classroom Teachers
2. Learning Specialist
3. ESL Teacher

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

1. 80% of all kindergarten students will read at Fountas and Pinnell level C by June 2014; 75% of those kindergartners reading at or above level C by March 2014 will move at least two levels by June 2014; 100% of students reading at or below level A by March 2014 will be remediated with Response to Intervention.

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

1. Students will be assessed three times per year: September, January and June.

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

1. Teachers will assess students during class reading workshop and literacy center time, and additional hours during sub coverage days. Response to Intervention strategies (RtI) will take place during literacy centers and push-in/pull-out instruction with learning specialist and/or ESL teacher.

### **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).  
 Parents will receive regular (monthly and/or weekly) newsletters, emails, and a handbook detailing our approach to assessment. During conferences in November and March, parents will discuss their child's progress in literacy (decoding and comprehension). Parents will be offered a variety of workshops this year to hear more about literacy instruction and pose questions to staff. In January and June, parents will receive narrative and standards-based report cards, which will reflect literacy progress information.

### **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		
List any additional fund sources your school is using to support the instructional goal below.									
FSF was allocated to support a full time special educator to serve two classrooms. OTPS New School funds were allocated to fund literacy instructional materials. Per diem to cover teachers for assessment days was funded with FSF.									

## 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, the kindergarten teacher team will design and document a CCLS-aligned kindergarten reading and writing curriculum, including assessment benchmarks and tools. This document will be available in digital and hard copy for teachers to use 2014 – 2015.

**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.  
 Our teacher inquiry team has identified literacy as a priority area for the 2013-2014 school year. The River School is in its inaugural year, with two kindergarten classes. Teachers need a balanced reading and writing curriculum that supports the development of literacy skills. In reading, this is to include: strong letter/sound knowledge, a fund of sight words, and phonemic awareness, all while maintaining an emphasis on reading for meaning and pleasure. In writing, our curriculum must support the development of student idea generation, writing fluency, organization, narrative and expository text structure, word knowledge/vocabulary, and conventions. As 100% of our classes are structured according to the Special Education Reform, we need a literacy curriculum that addresses student learning for all ability levels and learning styles. Because we will be adding kindergarten classes and bringing on board new teachers each year, we need to thoroughly document the reading and writing curriculum for coming years.

**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**
- Teachers will use morning professional development meetings (from 8:00-8:50 am) to plan units of study using professional resources by Lucy Calkins, Susan Kempton, and Debbie Miller.
  - During grade-level planning, teachers will script landmark lessons.
  - Teachers will document unit calendars on Google Drive, and print hardcopies to be kept in archives in the main office.
  - Teachers will be coached by our learning specialist on best practices, receive demonstration lessons, and engage in lesson-study.
- B. Key personnel and other resources used to implement each strategy/activity**
- Learning Specialist
  - Classroom Teachers
  - Principal
  - Professional texts
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- Monthly, staff will submit unit-planning calendars via Google Drive for review by principal.
- D. Timeline for implementation and completion including start and end dates**
- All units of study will be drafted and archived by June 2014.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Dedicated morning PD from 8:00-8:50 and grade-level common planning, per session planning as needed.

**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 detailing academic programming and kindergarten expectations for the school year. Parents will be invited to reading-related classroom activities several times over the course of the year. Families of students requiring additional support will receive communication and suggested work for home from the school's SE teacher.

**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
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 June 2014, pre-K will have a well-developed curriculum that speaks to students' development and the NYS Pre-K Common Core Learning Standards (CCLS).

**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.

Our teacher inquiry team has identified pre-K curriculum as a priority area for the 2013-2014 school year. During our inaugural year, we need a curriculum that addresses student learning for all ability levels and learning styles in preparation for Kindergarten.

**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 use morning PD meetings to plan units of study.
2. During grade-level planning, teachers will script landmark lessons using play and inquiry.
3. Teachers will document unit calendars on Google Drive, and print hardcopies to be kept in archives in the main office.
4. Pre-K Teacher will be mentored by veteran Pre-K Teacher from another school.

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

1. Learning Specialist
2. Pre-K Teacher
3. Principal
4. Pre-K Teacher Mentor
5. Professional texts

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

1. Monthly, staff will submit unit-planning calendars via Google Drive for review by principal.

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

1. All units of study will be drafted and archived by June 2014. Dedicated morning PD from 8:00-8:50 and grade-level common planning, per session planning as needed.

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

1. Dedicated morning PD from 8:00-8:50 and grade-level common planning, per session planning as needed.

**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).

Parents will engage in learning about the Pre-K curriculum during Family Orientation, on Family Fridays, during classroom interviews, and culminations.

**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, we will have at least 70% of the parent body attend family engagement events (such as, but not limited to, Family Fridays, parent workshops, culminations) throughout the year.

**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 principal, in collaboration with staff and parents, recognized a need for parents to learn more about how to best support children’s social and emotional development and academic success in school.

**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. Survey families to get a sense of interest, topic preferences, and time preferences.
2. Convene key staff members and/or outside providers to create and present parent workshops.
3. Track attendance at family engagement events.

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

1. Learning Specialist
2. Classroom Teachers
3. Guidance Counselor
4. School Aide

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

1. To ensure 70% participation, we will track attendance through the use of attendance sheets at parent workshops
2. We will have all participants complete an evaluation form at the end of any workshop to gauge its effectiveness
3. Assess 70% target via March school-wide survey (from SLT)

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

1. November- administer school wide survey
2. December & March- analyze results
3. January-June Plan and schedule at least 2 workshops
4. March- re-administer school wide survey

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

1. Create survey.
2. Provide per session for teachers to plan workshops.
3. Present workshops at a variety of times before and after school.

**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).

Offer parent workshop choices that appeal the interests and concerns of parents in our community. Teachers and the administrative team will email ongoing updates, newsletters, and notices weekly/monthly, and as needed. Implement ideas and suggestions parents offer via SLT, and Family Engagement survey in collaboration with teachers (based on the needs of The River School students).

**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 #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.

The River School will support the development of social and emotional awareness with an emphasis on social responsibility, developing empathy, resolving conflict

effectively, and self-regulating emotions to create a safe and supportive learning environment. To meet this goal, the staff of The River School, led by the school guidance counselor, will design and implement a social and emotional (SEL) curriculum based on the practices of Responsive Classroom and The RULER Approach.

**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.

A significant portion of our students has never been to school before, and therefore, there is a need to build social skills and emotional literacy (evidenced by instances of behavioral incidents). The goal is for students to self-regulate emotions and resolve conflicts effectively with minimal adult support.

**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. The hiring of a part-time guidance counselor
2. Weekly morning PD with the guidance counselor to roll out The RULER Approach, documented via staff calendar and agendas
3. Summer PD with consultant from Responsive Classroom

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

1. Guidance Counselor
2. Classroom Teachers
3. Learning Specialist
4. Cluster Teacher

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

1. Lesson study and debriefs with teachers (run by guidance counselor)
2. Analysis of student anecdotal, instances of referrals for disciplinary issues
3. Complete curricular maps of SEL lessons
4. Teachers teach at least one lesson per week around SEL

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

1. From September- June. All curriculum maps will be archived by June 2014.

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

1. Dedicated Thursday morning PD 8:00-8:50 with guidance counselor as leader

**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).

Parent workshops dedicated to SEL, and ways to practice strategies at home. Correspondence between guidance counselor and at-risk students' families.

**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.

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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>	Guided Reading and Strategy Groups, pre-teaching, re-teaching, differentiated learning centers, repeated exposure/practice	Small group and one-to-one	During the school day
<b>Mathematics</b>	Strategy Groups, modified work, modified tasks, multisensory use of manipulatives, pre-teaching, re-teaching	Small group and one-to-one	During the school day
<b>Science</b>	Differentiated learning centers and work tasks	n/a	n/a
<b>Social Studies</b>	Differentiated learning centers and work tasks	n/a	n/a
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Guidance Counselor: Friends” Group— Social Skills Learning Specialist: Individualized curriculum and visual schedule	Small group and one-to-one	During the school day

**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>School Wide Program (SWP)</b>	<b>x</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.
All of our teachers either have masters or are working toward a masters in education. More than half of our staff is dual-certified in general and special education, such that we can meet the needs of all learners.

**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).
We provide professional development during the morning before students arrive, and during staff meetings. Experienced educators lead these sessions on our staff and, on occasion, by educational consultants. Staff members are also sent off-site to attend workshops and training provided by our network. Our learning specialist provides one-to-one mentoring to all teachers.

**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.).
We have a half-day pre-k program, which is funded by UPK. Title I funds contribute to paraprofessionals for at-risk students in crisis.

**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.).
We offer a parent orientation, a phase-in schedule during the first week of school, and Family Fridays where parents can visit the classroom.

**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.
We have a MOSL committee, which selected the current assessment tools.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.
Intervention classroom materials, per session for curriculum and individual lesson planning to meet needs of all learners, funds for a guidance counselor and paraprofessionals.

**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).
We utilize creative programming so our ESL teacher and learning specialist can work with individual and small groups of students in regular classrooms.

**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-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, once we reach 200 students. Staff 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.
- 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 (if it applies) 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;

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

- holding an annual Curriculum Night
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, and Parent-Teacher Association.
- 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 newsletters or web publications designed to keep parents informed about school activities and student progress;
- providing school 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**

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- 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 participate in classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences, Parent Workshops, Family Fridays

*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 (as age appropriate);
- 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. 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..

**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>2</b>	Borough <b>Manhattan</b>	School Number <b>281</b>
School Name <b>The River School</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>Nicole Ziccardi Yerk</b>	Assistant Principal <b>N/A</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Elizabeth Wallach</b>	Guidance Counselor <b>N/A</b>
Teacher/Subject Area <b>N/A</b>	Parent <b>Inbar Alfaguter</b>
Teacher/Subject Area <b>N/A</b>	Parent Coordinator <b>N/A</b>
Related Service Provider <b>N/A</b>	Other <b>N/A</b>
Network Leader(Only if working with the LAP team) <b>N/A</b>	Other <b>N/A</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>50</b>	Total number of ELLs	<b>5</b>	ELLs as share of total student population (%)	<b>10.00%</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> (60%:40% → 50%:50% → 75%:25%)	0													0
<b>Dual Language</b> (50%:50%)	0													0
<b>Freestanding ESL</b>														
Push-In	6													6
Pull-out	4													4
<b>Total</b>	<b>10</b>	<b>0</b>	<b>10</b>											

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	5	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	0	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
Dual Language										0
ESL	5	0	0							5
Total	5	0	0	0	0	0	0	0	0	5

Number of ELLs who have an alternate placement paraprofessional:

### C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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	1													1
Chinese	1													1
Russian														0
Bengali														0
Urdu														0
Arabic	2													2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1													1
<b>TOTAL</b>	5	0	0	0	0	0	0	0	0	0	0	0	0	5

## 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)	5													5

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													0
Advanced (A)	0													0
Total	5	0	0	0	0	0	0	0	0	0	0	0	0	5

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					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

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.

The River School uses formal and informal assessments to evaluate the early literacy skills of our ELLs. The formal assessment we use is the Fountas & Pinnell Benchmark Assessment. It provides teachers with information about students' ability to decode and comprehend texts on a leveled continuum. We also use rubrics aligned to the Common Core Standards to evaluate our student's literacy skills, math, and development; and use the data to measure whether students are at, below, or above grade level.

ELLs generally score below grade level due to their limited vocabulary in English and their and their limited schooling prior to entering Kindergarten and/or the United States. Teachers use information collected from all assessments to carefully understand the needs of our ELLs in order to better assist them in the classroom. The assessments are used to differentiate instructional material and to set literacy goals for students who are below grade level. The information collected also helps inform the school of students who will need extra support. Teachers also conduct informal assessments, including anecdotals, conferences, writing samples, etc.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The LAB-R data indicates that 100% of our ELLs are newcomers and speak English at a Beginner level.
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](#))

We are a new school and as such, we have not yet administered the NYSESLAT.

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. As our school is only comprised of Kindergarten, our ELLs have taken the Fountas & Pinnell Benchmark Assessment and the Discovery Math Assessment. All of our ELLs scored at a Pre-A Level on the Fountas & Pinnell Benchmark Assessment. In Discovery Math, 3 of our students scored at a Level 1, one scored at a Level 2, and one scored at a Level 4. No tests have been given in the native language, as this is a K only school.
  - b. The ESL teacher and classroom teachers use informal periodic assessments to guide and differentiate instruction according to the needs of their students.
  - c. Students take informal periodic assessments in English. The school projects that students will improve from the beginning of the year to the end of the year.

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](#).)

The River School utilizes Universal Design for Learning to make our instruction accessible to all students, especially ELLs. We use many modes of instruction, including visual cues, pictures and language prompts during whole group instruction. For Tier II students, we provide small group instruction to target the specific needs of ELLs.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
The River School's co-teaching model and inclusive, inquiry-based curriculum enables all instruction to be tailored to the unique needs of ELL students. WE use the Workshop Model for both reading and writing in an approach to balanced literacy. Through this model, we are able to meet the needs of individual learners at their level. We value an additive mentality with regard to the English language acquisition, rather than a subtractive stance. This philosophy is based on the overwhelming body of research in the field indicating that "Language 2" is best developed in tandem with "Language 1". With this in mind, we encourage our students' parents to continue to speak and read to their children in their native language. Additionally, we will encourage similar linguistic students to converse, problem solve and collaborate in their common language.
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?

Not applicable. The River 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.).

8. The success of The River School's programs for ELLs will be evaluated based on student's NYSESLAT scores (focusing on their improvement in each modality, Reading/Writing and Speaking/Listening), periodic assessments, formal and informal assessments conducted by the ESL teacher and their classroom teacher, and communication between the ESL teacher and classroom teachers to discuss the progress of ELLs in their classroom.

## 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 entering the New York City School District for the first time, all parents complete a Home Language Identification Survey (HLIS) in the child's home language. A teacher who is familiar with the procedure of completing the HLIS administers the HLIS during registration. The teacher present at the time of registration also conducts an informal interview to determine whether the student has any formal educational background in his or her own language and if the student is able to communicate in English. If the teacher who conducts the informal interview is unable to speak in the student's native language then a translator is available to assist with the translation. During the registration process the teacher also interviews the students' parents/guardians to determine whether or not the child received formal education in the United States or in their native country prior to entering the NYC School District and for how long the child attended school. After the formal interview is completed and the teacher who is conducting the interview fills out the HLIS, the ESL teacher/coordinator signs off on the HLIS to determine whether the Home Language of the student is English or another language. If the ESL teacher/coordinator determines that the Home Language is a language other than English, then the LAB-R is administered. Spanish speaking students who do not pass the LAB-R are also administered the Spanish Lab to determine their first language fluency in all four modalities (Speaking, Listening, Reading and Writing). Students who do not meet the cut score of the LAB-R will be placed in an ESL class until the parents select their program choice. The administration of the LAB-R, program placement, and the parent orientation take place within ten days of registration.

New students at The River School are classified as English Language Learners (ELLs) after not meeting the cut score of the LAB-R. Groups are based on students' language proficiency levels. ESL instruction is determined based on the needs of students after evaluating individual students through the LAB-R and student observation.

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.  
After it is identified that a student is an ELL, parents are notified of the three programs that are offered in the NYC School District at the Parent Orientation. The ESL Teacher/Coordinator sends an Entitlement Letter inviting parents to attend an orientation that will explain the three different programs that are offered to ELLs in New York City. The parents are provided with pamphlets that offer information in their native language on each of the programs offered in the NYC School District. The letter also provides information on who parents can contact (ESL teacher/coordinator, parent coordinator) if they have any questions about each of the programs. Along with this letter parents also receive a letter to complete to inform the ESL teacher/coordinator of whether or not they are able to attend the designated date of the orientation. If they are unable to attend then they are asked to state in the letter the time and date that would work best for them to have a one-on-one meeting with the ESL teacher coordinator to discuss the three different programs. The orientation is conducted by the ESL teacher/coordinator, the parent coordinator and paraprofessionals who serve as translators. During the orientation, the parents are shown the Orientation Video for parents of English Language Learners in their native language. The parents are also provided with pamphlets in their native language that provide additional information

on each of the programs (Transitional Bilingual Education, Dual Language, and freestanding ESL). After watching the video, parents are given the opportunity to ask questions about the programs offered in the NYC school system. The parents are then asked to complete the Program Selection form and survey. Those parents that choose a Transitional Bilingual or Dual Language program are informed that if at least fifteen students whose parents chose TBE or Dual Language in one language within one grade, then The River School will create a TBE or Dual Language program. If not, we refer them to [programtransfers@nyc.gov](mailto:programtransfers@nyc.gov) to request that their child be transferred to a school with their preferred program.

If parents are unable to attend the Initial Parent Orientation than another orientation is offered to them. If parents are unable to complete the Program Selection Forms during orientation then they are asked to complete it within a week of orientation. To ensure that all parents complete the Program Selection Form, the ESL teacher and the Parent Coordinator contact parents via letters and phone calls to parents.

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 students who are entitled to receive ESL services are given entitlement letters to be sent home to their parents within the first week of school for continuing students and within the first ten days of registration for new students. To ensure parents receive and understand the entitlement letters, parents are asked to sign and return a slip of paper that is attached to the entitlement letter that states (in English and their native language) that they understand their child will receive ESL instruction for the entire school year. For new students, in addition to the entitlement letters that are sent home to the parents, Program Selection Forms (as mentioned above) are also sent to the parents after the Parent Orientation. Since it is extremely important that the ESL teacher/coordinator receives the Program Selection Form and Survey, the parents are asked to return the forms as soon as possible. The parent coordinator and the ESL teacher will establish communication with parents via phone calls and re-sending the Program Selection Form. Within the letter, parents are offered to attend a one-on-one meeting scheduled at their convenience if they are unable to attend the specified Parent Orientation. If the parent coordinator and the ESL teacher/coordinator are unable to get in contact with the parent of a student within a week of the letter being sent home then the student will be placed in a Transitional Bilingual Program. Due to the fact that The River School does not have a TBE program then students are placed in ESL.

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.

If parents choose a Transitional Bilingual Education or a Dual Language Program for their child, they are informed that they have the option to transfer to a school that offers these programs. The River School will provide information and a list of all schools in the NYC school system that offers these programs. They will also be put in touch with [programtransfers@nyc.gov](mailto:programtransfers@nyc.gov). If parents choose to have their child attend a freestanding ESL program then the child is placed in the pull-out/push-in ESL program that is offered at The River School. All parents of ELLs are informed that their child will receive ESL instruction. Parents are informed that parents are placed in groups based on their English language level which is determined by the LAB-R. Next year it will also be determined by the NYSESLAT. The ESL teacher/coordinator and the parent coordinator consult with parents of the number of minutes per week their child will receive ESL instruction, as well as the purpose and benefits of the ESL program. As per the CR-Part 154 mandate, Advanced ELLs receive 180 minutes of ELA and 180 minutes of ESL weekly. Beginner and Intermediate ELLs receive 360 minutes of ESL weekly. All communication and information is provided to parents in their native language if the parent is unable to communicate in English.

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.

To ensure that all ELLs take the NYSESLAT every spring, the ESL teacher/coordinator prints the RLER report on ATS. The RLER report informs the ESL teacher of all the students eligible to take the NYSESLAT. The ESL teacher administers all LAB-R and NYSESLAT exams. To ensure all four components (Reading, Writing, Speaking and Listening) are administered to all students, the ESL teacher/coordinator creates a schedule for students to take the exam. Schedules are approved by administration and distributed to classroom teachers to ensure that all students attend each component of the exam. The schedule also includes available days to administer exams in the event that a student is absent during one of the four components of the NYSESLAT.

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.  At this time, The River School does not have enough students with the same Home Language in one or two continuous grades to

establish a dual language or Transitional Bilingual Education program. In grades K-8, there must be 15 or more students of the same home language in the same grade, or in two contiguous grades, whose parent/guardian has requested a bilingual program. As The River School does not have the sufficient number of students with the same home language and in the same grade or two contiguous grades, if a parent or guardian adamantly wants a bilingual program, they are instructed to send their request to [ELLProgramTransfers@schools.nyc.gov](mailto:ELLProgramTransfers@schools.nyc.gov). As we are a new school, we are unable to look at prior years' data to see if there has been a change in program selection. This year, all parents chose to have their child attend an ESL program. The ESL program was every parent's first choice on the Program Selection form. The River School offers a question and answer session during the Parent Orientation, where parents have the opportunity to ask questions about each of the programs and what options are available to them and their children. The River School will continue to assist parents if they choose to send their child(ren) to an alternative school where a Transitional Bilingual or Dual Language program is offered. In the future, if there is an adequate number of students in a single language and trade whose parents desire a Transitional Bilingual or Dual Language program, The River School will apply to the New York City Department of Education to create a Transitional Bilingual or Dual Language program at the school in order to accommodate parents' choices and students' needs.

## 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])?
    - a. The ESL program at The River School is a combination of push in and pull out instruction. All of our students are at the Beginner level (based on the LAB-R scores) and are provided with 360 minutes per week of ESL instruction. The students are pulled out of the class two days a week the students are pulled out of class for 100-minute blocks and 2 days a week for 55 minutes. Once a week the ESL teacher pushes into the classroom for 50 minutes, co-teaching with the classroom teacher and providing scaffolding for ELLs.
    - b. All of the ELLs at The River School are of the same proficiency level (Beginner) and in the same grade (kindergarten). The ESL teacher collaborates with the classroom teacher to discuss particular students' needs. The ESL teacher discusses units of study in Reading, Writing, Science and Social Studies to align with the classroom teacher's instruction.
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)?
 

Students at Beginner levels receive 360 minutes of ESL instruction per week. These students are pulled out of their classroom to receive ESL instruction in a separate classroom four days a week and the ESL teacher pushes into their regular classroom one day a week. The River School does not provide Native Language Arts. Instead, the ESL teacher provides Native Language support to newly arrived students, with no English background, through bilingual books as well as technology, to assist in their learning. Special Education students who do not speak English will be provided with bilingual paraprofessionals.
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.
 

The ESL program at The River School follows a thematic unit as its instructional approach. Thematic units are based on the Science and Social Studies Standards and The Next Generation Science Standards, as well as the Reading and Writing Common Core Learning Standards. Using these content areas as a base for ESL instruction provides English language development to ELLs at all language levels. All instruction is taught in English with the support of bilingual books and technology for newly arrived ELLs.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

Although The River School does not offer Transitional Bilingual or Dual Language Programs, our ELLs are appropriately evaluated in their native language so that classroom teachers and the ESL teacher are better able to meet the needs of our ELLs. Upon initial enrollment, an informal interview is conducted in the child's native language to evaluate basic conversational skills. After students complete the LAB-R, a Spanish LAB-R is administered to Spanish speaking students. This allows the classroom teacher and the ESL teacher to gauge what level they are at academically in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

As The River School is an inquiry and project-based school, ELLs are assessed individually and in small groups throughout the year. Each lesson has an evaluation component where students demonstrate their knowledge through listening, speaking, reading and writing.
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).

Through the pull out and push in ESL program at The River School, instruction is differentiated based on their language proficiency. Although all of our ELLs are Beginners, their English proficiency varies. If necessary, instruction is also differentiated based on subgroups such as SIFE (none at this time), newcomers (all of our ELLs fall under this category), long term ELLs (none at this time), and special needs ELLs (none at this time). As we are a new school just servicing kindergarten, there will be no SIFE students for the next

two years. All of our students are newcomers who have been in US Schools for less than three years and are provided with ESL services (360 minutes per week). For newcomers we use a variety of strategies to differentiate lessons to include students of different language levels who are in the same class. We pair the ELL up with a buddy who acts as a touchstone throughout the day as he or she guides the ELL through daily routines. We allow native language use when it aids instruction. Whenever possible, The River School utilizes pictorial representations. The ESL teacher looks for opportunities for students to share cultural information. When planning an activity or unit, we identify the key elements that all students must know to go on. The River School focuses on those for lower level ELLs. The ESL and classroom teacher also builds into the day opportunities to pre-teach, review and spiral instruction. The River School will not have ELLs who have been receiving ESL services for 4 to 6 years or long-term ELLs, as it is a new school just servicing kindergarten. The River School also has no former ELLs, as none of our current ELLs have taken the NYESELAT.

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?

The ESL teacher and classroom teachers of ELL-SWDs will use instructional strategies and grade-level materials to provide students with access to academic content and guide students in accelerating English language development. Teachers of ELL-SWDs will follow students' IEPs in regards to academic and language goals for individual students and mandated services that these students are obligated to receive. These outside services, such as SETSS, Speech and ESL, provides students with additional academic support. Classroom teachers and service providers discuss with one another the student's progress and continued needs. Classroom teachers differentiate within their classroom, creating small groups to target specific student's academic and language needs. To build academic content, teachers offer students grade appropriate content at their reading level.

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, The River School offers service providers to meet at the beginning of the school year to plan out a schedule. If the ELL-SWD receives more than one service, it is important that all service providers (AP, OP, PT, Speech, Guidance Counselor, and ESL) meet to discuss which students will be pulled out on what days and times. This allows all service providers to rearrange scheduling to ensure that one particular student is not pulled out of class too often in one day.

**Courses Taught in Languages Other than English ⓘ**

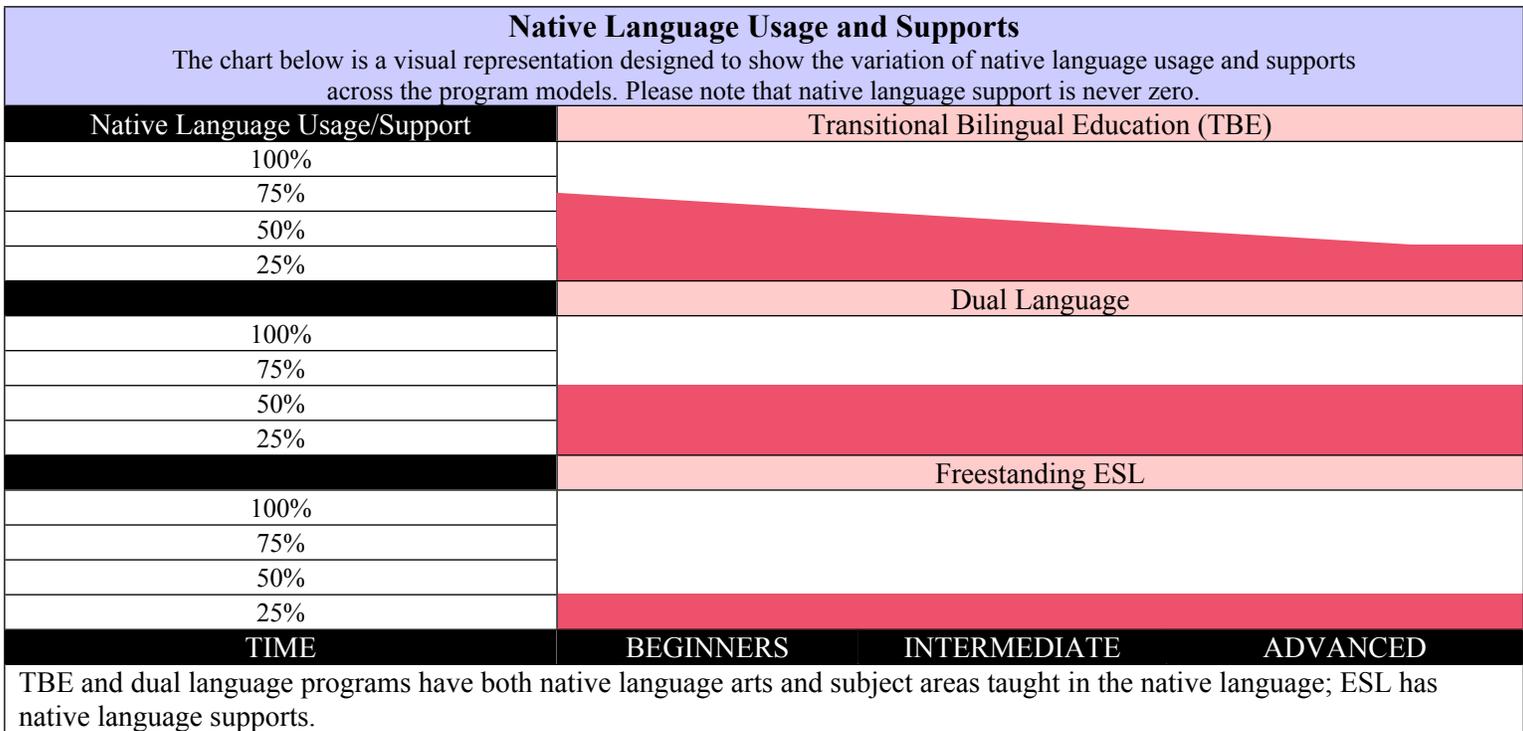
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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:	0		
Social Studies:	0		
Math:	0		
Science:			

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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



## 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.
- The River School has set up intervention programs for ELLs in ELA, Math, Science and Social Studies. Special needs students who are not proficient in English are provided with instructional support (a bilingual paraprofessional) as per IEP. The ESL program at The River School teaches vocabulary, reading comprehension, writing strategies, grammar, and speaking and listening skills through thematic units. These thematic units follow the Science and Social Studies Standards and The Next Generation Science Standards, as well as the Reading and Writing Common Core Learning Standards.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The ESL program at The River School is in its first year of existence and is developing along with the students. Among our ELLs we have noticed a great improvement in their ability to communicate with peers and teachers. Our content-based approach provides ELLs with the vocabulary they need to participate in lessons and play.
11. What new programs or improvements will be considered for the upcoming school year?
- As an improvement plan for the upcoming school year, The River School will provide targeted support to ELLs during extended day. We are also considering purchasing the Imagine Learning program for our ELL students. This program will guide students in building English language fluency through computer activities that include the four language modalities (Reading, Writing, Listening and Speaking).
12. What programs/services for ELLs will be discontinued and why?
- We will not be discontinuing any of our programs or services, as they have all been deemed effective.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs at The River School are afforded equal access to all school programs. ELLs participate in the tuition-based afterschool program, where scholarships are available to high need families. The afterschool programs assists with English language development.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- ELLs also receive support through instructional materials. In the ESL classroom, ELLs are provided with books and picture dictionaries, literature at various levels, a document camera and a smart board. They have the opportunity to use computers, smart boards and engage in computer-based literacy and vocabulary activities.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- ELLs receive Native Language support through bilingual books and dictionaries. Students are also given the opportunity to write in their native language. ELLs with special needs will receive native language support through a bilingual paraprofessional.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The services support and resources provided are at the ELLs appropriate grade and language level. Academic content is introduced to students at their appropriate grade level within their reading level.
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.
- Prior to the first day of school, The River School sends out letters welcoming new parents to our school. These newsletters will be translated for parents of ELLs. We provide an orientation at the beginning of the year and at hold a parent workshop for our new ELL families towards the middle of the school year.
18. What language electives are offered to ELLs?
- At this time, The River School does not offer foreign language electives.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable to The River School.

### **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. As a member of the Children's First Network, The River School works with an ELL Network Support Specialist that leads regular workshops to support our ESL teacher. The ESL teacher also attends Office of English Language Learners professional development workshops. In house professional development occurs as the ESL teacher works one-on-one with classroom teachers, discussing strategies and supports for specific ELLs.
  2. By attending ESL workshops geared to the Common Core, our ESL teacher works with teachers from other schools in crafting a curriculum around the common core. Together, they create a continuum which supports ELLs in the regular classroom and the ESL classroom.
  3. When our ELLs reach fifth grade, which they have not yet, the school guidance counselor will provide ELLs with support as they transition from elementary to middle school. The school counselor provides parents and students with information on the different middle schools that the student can apply to.
  4. General Education teachers who have ELLs in their classroom receive 7.5 hours of training and Special Education teacher receive 10 hours of ELL training. This training consists of one-on-one meetings with the ESL teacher and workshops led by the ESL teacher that focuses on working with ELLs and strategies teachers can use in the classroom that would engage ELLs. All records of attendance are kept on file in the school.

### **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. Parents of all students, including ELLs, are given the opportunity to be directly involved in their child's learning. The last Friday of every month is Family Friday at The River School. On Family Fridays, parents are welcomed to join their children in their classrooms to participate in their child's academic growth and development. Parents are also invited to a potluck hosted by the PTA. All parents that request a translator for school events are provided with a translator. These translators are members of the school community that speak the language. In the event that we have a language that is not available for translation by in-house staff, The River School will reach out to a translation unit.
  2. The River School has close connections to the YMCA, which offers programing and educational workshops to local families.
  3. To evaluate the needs of parents, parents are invited to attend the initial ELL Parent Orientation in September, PTA meetings, and parent-teacher conferences. Parents and teachers also communicate to through notes, emails and telephone conversations.
  4. The River School also offers an orientation for all students before their first day of school. At this orientation, parents and students come to meet the teacher. During our Open House, which happens after the first month of school, parents find out what their child is learning and are given the opportunity to ask questions. To build parent involvement, every class has a monthly newsletter that informs parents on what their child is doing that month in school. In addition, teachers provide parents their email address to establish communication.

### **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.

Paste response to question here:

## **Part VI: LAP Assurances**

**School Name: The River School - PS 281**

**School DBN: 02M281**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nicole Ziccardi Yerk	Principal		11/14/13
N/A	Assistant Principal		1/1/01
N/A	Parent Coordinator		1/1/01
Elizabeth Wallach	ESL Teacher		11/14/13
Inbar Alfaguter	Parent		11/14/13
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01