

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

02M281

School Name:

THE RIVER SCHOOL

Principal:

JESSICA ORLEANS, I.A.

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School School Number (DBN): 02M281
School Type: _____ Grades Served: K, 1
School Address: 425 EAST 35TH STREET
Phone Number: 212-251-6640 Fax: 212-251-6650
School Contact Person: Ana Perez Email Address: Riverschool281@gmail.com
Principal: Jessica Orleans, I.A.
UFT Chapter Leader: Rebecca Hodges
Parents' Association President: Jeannie Lee & Dolores Herrera
SLT Chairperson: Jessica Orleans & Rebecca Hodges
Student Representative(s): N/A

District Information

District: 02 Superintendent: Bonnie Laboy
Superintendent's Office Address: 333 Broadway, NY. NY.
Superintendent's Email Address: blaboy@schools.nyc.gov
Phone Number: 212-356-3815 Fax: 212-356-7514

Cluster and Network Information

Cluster Number: 02 Cluster Leader: Despina Zaharakis
Network Number: 203 Network Leader: Gabrielle Feldberg

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jessica Orleans, IA	*Principal or Designee	
Rebecca Hodges	*UFT Chapter Leader or Designee	
Jeannie Lee	*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	
Anna Sink	Member/Teacher	
Jillian Gutman	Member/ Teacher	
Erika Mondschein	Member/ Teacher	
Sean Glickenhous	Member/ Parent	
Jill Bragg	Member/ Parent	
Robert Camhi	Member/ Parent	
Kiyoshi Matsukawa	Member/ Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
•	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
•	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
•	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
•	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
•	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The River School (02M281) is a pre-kindergarten through first grade elementary school in Manhattan. Our school is in its second year and will continue to expand one grade, per year until we reach full capacity at 5th grade. Our school, located in Midtown East, draws from the Kips Bay, Murray Hill, and Tudor City neighborhoods. Due to our close proximity of the United Nations, where many of our families work, our school has an extremely diverse community made up of students from over twenty countries with many languages spoken.

At The River School, we teach our students to develop an enthusiasm for learning, a respect for self and others, and the skills to become creative, independent thinkers and problem solvers. Teachers collaborate to create meaningful learning experiences that connect students to the world around them. As a small school, we have forged strong partnerships with families, our community and outside organizations to support student learning.

Academically, we focus on building high-level thinking and literacy skills through a strong balanced literacy approach. Along with our balanced literacy approach, teachers utilize the TERC Investigations curriculum for math instruction. Learning strategies and differentiation are integrated into all aspects of the curriculum. Additionally, our young learners engage in several interdisciplinary studies throughout the year that require them to actively participate in content-based inquiry work. These content-based studies require the students to be actively engaged and govern their learning while utilizing and strengthening a variety of concepts and strategies. Our teachers meet regularly to plan lessons and design interactive smart board lessons to enhance the curriculum.

A fundamental part of our school is building emotional and social intelligence with all constituents of our community but, most importantly, our students. By integrating programs such as Responsive Classroom and the RULER Approach, into our curriculum, we have built strong classroom communities where students are active participants in shaping their classroom culture. River School learners are taught the necessary skills to work collaboratively and navigate conflict successfully.

We believe that students should have the opportunity to express their talents and interests in many ways and strive to provide multiple experiences to enhance their learning. Our enrichment program includes a STEAM Lab, music and movement. The STEAM Lab ties together several disciplines including science, technology, engineering, art and math. Our music program includes a first grade chorus and band. Additionally, we partner with Studio In A School, an art organization, to provide quality art workshops where children explore their creativity and learn the joys and benefits of making art. Our arts-based after-school partnership with Wingspan Arts, offers classes such as Rock Band, Karate, Mini Musical and Pop Art, to broaden arts learning for students.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

With the implementation of the Common Core Learning Standards (CCLS), The River School works to ensure our young learners are prepared with the skills and knowledge necessary to succeed. Specifically, The River School strives to create a customized curriculum, aligned to the CCLS, to meet the needs of all young learners. In September, teachers conducted a baseline literacy assessment. Initial data identified decoding and comprehension as two instructional focus areas to support reading development.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 75% of students will meet or exceed grade level benchmarks in literacy as demonstrated by Fountas and Pinnell (F&P) running records, teacher conference notes, and student progress reports.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Teachers will administer monthly Fountas and Pinnell running records and analyze data to ascertain learning objectives and explicit teaching strategies. Teachers will analyze formative and end-of-unit assessments to diagnose areas of strength and growth for all students.	All students	September-June	Teachers, Data Specialist
Professional development with instructional coach will focus on assessing student work to inform instruction. Strategy groups will be created based upon students’ need. Vertical and horizontal grade planning to ensure scoring practices are consistent.	All students	September-June	Teachers, Instructional Coach, MOSL Specialist

SIT and SBST team will participate in weekly meetings to monitor at-risk students and determine efficacy of intervention.	SWDs, ELLs, students at risk	September-June	SIT, SBST, Teacher(s), Related Service Providers, Administration
Clear communication with families to inform them of their child's academic levels occurs on a regular basis. Parents/guardians will receive ongoing communication from teachers via homework feedback, <i>River Reader</i> e-newsletter and in-person meetings	Parents/Guardians, students	September-June; Tuesday PM	Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

F&P Benchmark Assessment Kits, leveled classroom libraries, TERC Investigations math curriculum, Foundations, guided reading sets, special education teachers, instructional coach, learning specialist to support curriculum and assessment, targeted professional development training

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

PTA funds professional development with instructional coach.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By December 15th, baseline performance task data will be reviewed and analyzed to inform instruction and differentiate groupings to support learning objectives.

By January 30th, running record data will be reviewed to determine percentage of students meeting or exceeding grade level benchmarks.

Part 6b. Complete in **February 2015**.

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The River School believes in a balanced learning environment and incorporates the arts at every grade level. To support this vision, we secured partnerships with Book Pals, Studio In a School, and Wingspan Arts. As a growing school with young learners, we strive to equip students with practical skills to promote academic and social growth. Teachers implement Responsive Classroom and the Ruler Approach to foster social emotional learning (SEL) for our young learners. We have established consistent norms across grade levels to support student self-awareness and self-management with the implementation of our *River Ready!* system.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of our classrooms will participate in a monthly *River Rally* assembly to support social emotional learning (SEL). During this assembly, classes will showcase poems, songs and performances that celebrate character education and community building. The effectiveness of these assemblies will be measured by tracking the number of occurrences and Response to Intervention referrals received.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Implementation of a consistent management system (<i>River Ready!</i>) to establish behavioral expectations and help students develop self-awareness.	Students	September-June	Teachers, Staff, Administration
Students will complete a daily reflection sheet that highlights what they’ve learned. To support communication between students, parents, and teachers, this will be sent home on a weekly basis.	Students, Parents	September-June	Teachers, Students, Parents
The guidance counselor will provide professional development and resources for teachers to implement our SEL curriculum. She will also support students by differentiating instruction in small group sessions.	Teachers, SWDs, ELLs, students at risk	September-June	Guidance Counselor, Administration
Teachers will follow the RTI framework to support students who have social or emotional needs that require support.	Students	September-June	Teachers, Staff, Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Curriculum resources, River Ready! materials in each classroom, RTI team and collaboration time, professional development in SEL

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By September 15th, all classrooms will post classroom and school expectations.

By December 1st, all classrooms update their charters to reflect changes in SEL.

By January 15th, school has conducted three River Rally assemblies to support SEL and student growth.

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The River School has established a community of teachers who are committed to continuously improving their practice so that all students are able to reach optimal academic and social success. In order to effectively collaborate and communicate, teachers need to meet regularly to discuss teaching practice, analyze student data, and share successful instructional strategies. Horizontal and grade level planning will be arranged to ensure consistency in curriculum planning to foster student success as they transition across grades.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teachers will collaborate with grade level team at least one period per week.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Professional development time on Monday afternoons will be used to review grade and cross-grade level meeting agendas and expectations.	Teachers	September-June	Teachers, Administration
Teachers will meet with Instructional Coach on an ongoing basis for curriculum planning and instructional support.	Teachers	September-June	Teachers, Instructional Coach
Student data will be frequently reviewed and analyzed by teachers, AIS support, and administration to inform instruction and create action plans as required.	Teachers	September-June	Teachers, AIS, Administration
Teachers will research off-site professional development opportunities to support practice based on identified need and interest then gain approval by administration for attendance on an ongoing basis.	Teachers	September-June	Teachers, Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teachers, Instructional Coach, meeting space for collaboration, schedule to support meeting time, substitutes to cover professional development, funding for off-site professional development

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

PTA funds Instructional Coach and off-site teacher professional development.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By January 15th, documented evidence showing teacher meetings as scheduled will be provided to the school leader.
By February 15th, each teacher will attend one off-site professional development training.

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In the school’s inaugural year, five total teachers received an effective MOSL/MOTP rating. Observations are scheduled at least once per month to support teacher growth and development. Often, observations are scheduled by grade level to assess curriculum coherence. One beginning teacher is paired with an experienced teacher in a mentorship to support her growth. Teachers are supportive of each other and coordinate inter-visitations to offer each other feedback at least once per semester. Initial observation feedback from September-December highlights questioning and student engagement as key development areas for teachers.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school leader will conduct monthly observations and provide teachers with feedback that focus on improving teaching strategies that differentiates learning so all students are challenged. 90% of teachers will receive an effective rating in the areas of questioning and student engagement as outlined in the Danielson Framework For Teaching.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
School leader will meet with Professional Development team to discuss areas in need of enhancement as aligned to our school-wide instructional focus.	Teachers	September-June	Administration, Teachers
School leader will conduct frequent formative & evaluative observations followed by collaborative feedback conversations with each teacher to support their growth.	Teachers	September-June	Administration
Instructional Coach schedule will be coordinated based on individual teacher goals and specific areas identified by administration in need of support	Teachers	September-June	Administration, Instructional Coach

Teacher inter-visitations will be scheduled based upon areas in need of development.	Teachers	September-June	Administration, Teachers
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

School leader, Instructional coach, arrange schedule to support inter-visitations and coaching, funds for professional development

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

PTA funds professional development for Instructional Coach.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

The first cycle of observations was completed by December 1st. The second cycle is scheduled to end on January 15th. All observation feedback is provided directly to the teacher within 48 hours of the observation. By January 30th, the school leader will review all observation data collected and analyze strengths and areas of growth in order to inform the professional development and coaching plan from February-June.

Part 6b. Complete in **February 2015**.

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on previous attendance from our inaugural year, a majority of parents attended celebratory school-wide events such as Family Fridays. Data collected via parent feedback forms on Curriculum Night in September showed there was strong interest in workshops on the following topics: Supporting literacy, math, and behavior at home, as well as workshops around special education.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 80% or more of the parent body will attend family engagement events (such as, but not limited to, Family Fridays, Parent Workshops, Culminations, Art Exhibits) throughout the year. Attendance will be measured by a sign-in sheet collection at the end of each event.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Teachers and administration will coordinate parent workshops that appeal to the needs and interests of our parent community. Family Fridays will be offered one day per month. Classroom/grade culmination events will be publicized for families to attend.	Parents	September-June	Teachers, Administration, Guidance Counselor
Class parents will work with PTA to coordinate on-site language contacts to conduct outreach and support to non-English speaking parents	Parents	September-June	Class Parents, PTA
Teachers and administration will email ongoing updates, curriculum support tips and reminders via our weekly <i>River Reader</i> e-newsletter	Parents	September-June	Teachers, Administration
SLT will coordinate a greeting/hospitality committee for new families arriving at our school	Parents	January-June	SLT, Parents

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teachers, Parents, Parent Workshop materials, additional resources to support parents, technology, supplies needed for Family Fridays and culmination events

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By September 30th, a needs-assessment survey will be distributed to parents.

By October 15th, all parents will receive a list of upcoming Parent Workshops.

By December 1st, our first Parent Workshop will be offered.

By May 15th, we will analyze results from all Parent Workshops offered in 2014-2015 to inform 2015-16.

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>Students who have not shown progress after implementation of Tier 1 and Tier 2 interventions</p> <p>Review of reading benchmarks</p> <p>AIS referral data sheet</p> <p>RTI tracking sheet</p> <p>Review of assessments: Word study, checklists, writing samples.</p> <p>Assessments administered by learning specialists</p> <p>Attendance records</p> <p>Behavioral and/or social emotional concerns</p>	<p>Guided Reading and strategy groups, pre-teaching, re-teaching, differentiated learning centers, repeated exposure/practice, checklists, visuals</p>	<p>Small group, one-to-one</p>	<p>During the school day</p>
Mathematics	<p>Students who have not shown progress after implementation of Tier 1 and Tier 2 interventions</p> <p>Review of</p>	<p>Strategy groups, modified work, modified tasks, multisensory use of manipulatives, pre-teaching, re-teaching, visuals</p>	<p>Small group, one-to-one</p>	<p>During the school day</p>

	<p>math assessments</p> <p>AIS referral data sheet</p> <p>RTI tracking sheet</p> <p>Assessments administered by learning specialists</p>			
Science	<p>Review of student work</p> <p>Student assessments</p> <p>AIS referral data sheet</p>	Differentiated learning centers and work tasks	N/A	N/A
Social Studies	<p>Review of student work</p> <p>AIS referral data sheet</p>	Differentiated learning centers and work tasks	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Students who exhibit concerning social-emotional behaviors</p> <p>Parents who have contacted the school/guidance counselor about known issues, concerns</p> <p>Students who reach out to staff directly</p>	<p>Guidance Counselor: Friends group- social skills</p> <p>Learning Specialist: Individualized curriculum, visual schedule, checklists</p>	Small group, one-to one	During the school day

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the 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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

4c. "Conceptual" Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The River 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the 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;

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

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

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

School-Parent Compact (SPC) Template

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

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.

LANGUAGE TRANSLATION AND INTERPRETATION 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 02M281 School Name: The River School PS 281

Cluster: 02 Network: CFN 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

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.

The school's written translation and oral translation needs are determined through the Home Language Identification Survey, ATS reports, and blue cards. Upon registration, if parents are unable to speak English, an oral translator accompanies the parents in answering any questions they may have about registration. During registration the school is also able to determine the language of communication the parents prefer. At this point, all of the parents at The River School prefer to communicate in English. Written and oral translation services will be provided if the parents state that they prefer school information documents in their Native Language. If requested, official Department of Education documents, school events flyers, calendars, and student narrative reports will be translated.

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.

After reviewing our written and oral translation needs, we have found that one family needs written and oral translation services. We have provided the family with information regarding Translation Services and have already sought assistance from the Department of Education Translation and Interpretation Unit during Parent/Teacher conferences. All other parents prefer to communicate in English. If, in the event, we have a parent that does not speak English, then we will seek assistance from the Department of Education's Translation and Interpretation Unit.

Part B: Strategies and Activities

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

The Department of Education's Translation and Interpretation Unit provide The River School's written translation services. If a parent prefers to communicate in a language other than English, we will have all school information documents translated. These documents include all official Department of Education documents, school event flyers, calendars, and student report cards. Informational flyers can also be translated, if necessary.

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.

Oral translation services are provided by the Department of Education's Translation and Interpretation Unit. Services are provided if a parent does not speak English. These services are provided during parent-teacher conferences, IEP meetings, initial orientation for parents of ELLs, and anytime the parent schedules an appointment requesting a translator.

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>.

The school informs parents of the translation and interpretation services provided to them by the school and the Department of Education at parent orientations (led by the ESL teacher/coordinator). Information is provided to parents on their rights to interpreters and materials in their native language. The school's safety plan is posted in every occupied room in the building. These rooms include the main office, the library, the cafeteria, the gym, the art and science room, and the classrooms. Parents are provided with the discipline policy and school safety procedures in the school's handbook. Parents who have questions about the safety procedures are informed to contact the administration.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 2	Borough Manhattan	School Number 281
School Name The River School		

B. Language Allocation Policy Team Composition [i](#) 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 Nicole Ziccardi Yerk	Assistant Principal N/A
Coach N/A	Coach N/A
ESL Teacher Elizabeth Wallach	Guidance Counselor N/A
Teacher/Subject Area N/A	Parent Inbar Alfaguter
Teacher/Subject Area N/A	Parent Coordinator N/A
Related Service Provider N/A	Other N/A
Network Leader(Only if working with the LAP team) N/A	Other N/A

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	50	Total number of ELLs	5	ELLs as share of total student population (%)	10.00%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0													0
Dual Language <small>(50%:50%)</small>	0													0
Freestanding ESL														
Push-In	6													6
Pull-out	4													4
Total	10	0	0	0	0	0	0	0	0	0	0	0	0	10

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	5	0	0							5

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	5	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
TOTAL	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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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
TOTAL	5	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
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/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:

- 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 anecdotes, 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 [AMAQ 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 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. 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. 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 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 NYEESLAT.

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

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:				

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

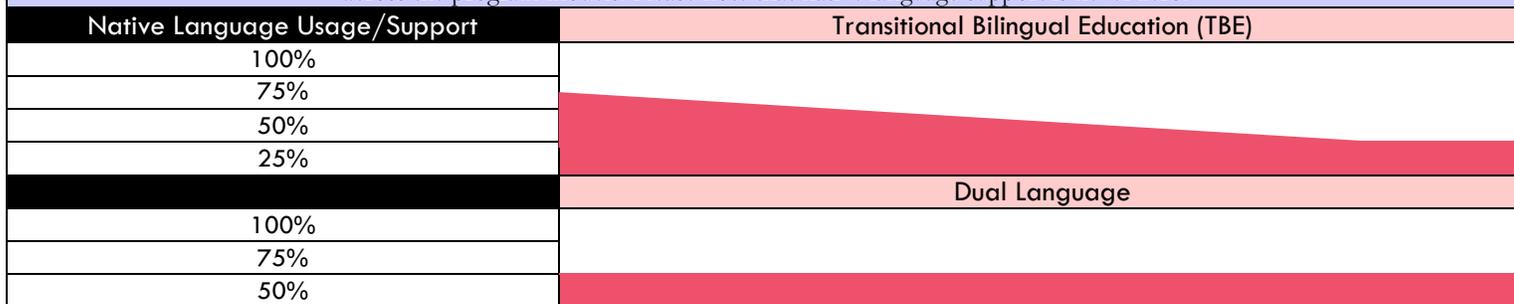
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.
- 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