

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

04M037

School Name:

RIVER EAST ELEMENTARY

Principal:

DON CATLIN

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: River East Elementary School Number (DBN): 04M037
Grades Served: PreK – 5th
School Address: 508 East 120th St., NY, NY 10035
Phone Number: 212-348-2208 Fax: 212-289-9321
School Contact Person: Rob Catlin Email Address: DCatlin@schools.nyc.gov
Principal: Rob Catlin
UFT Chapter Leader: Elizabeth Canela
Parents' Association President: Shamika McBurney
SLT Chairperson: Mike Panetta
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Tashina Walker
Student Representative(s):

District Information

District: 4 Superintendent: Alexandra Estrella
Superintendent's Office Address: 160 East 120th St, NY, NY 10035
Superintendent's Email Address: AEstrel3@schools.nyc.gov
Phone Number: 212-348-2873 Fax: 212-348-4107

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Ave, New York, NY 10011
Director's Email Address: YChu@schools.nyc.gov
Phone Number: 917-705-5856 Fax: 718-923-5146

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Rob Catlin	*Principal or Designee	
Elizabeth Canela	*UFT Chapter Leader or Designee	
Shamiqua McBurney	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Al Finch	CBO Representative, if applicable	
Eileen Maloney	Member/	
Michelle Foster	Member/	
Mike Panetta	Member/	
Dahlia Cruz	Member/	
Jessica Lewis	Member/	
Amy Rida	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lisa Chille	Member/	
LaTanya Glover	Member/	
Maria Rivera	Member/	
	Member/	
	Member/	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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 Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of 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 2015-16 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), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

1.

1. River East Elementary is a small school located in East Harlem. Our school has 202 students from PreK through 5th Grade. Our school is comprised of 51% Hispanic students, 45% African American students and 2% White students. Our school's motto and mission statement is "We are a part of something greater than ourselves". We use this motto as to how we approach the work of educating our students and working together as a team. We have long standing partnerships with CBOs (community-based organizations) such as the 92nd St Y and Opus 118 which allow our students to experience chorus, theater, violin, and ceramics as part of the daily schedule at River East. This stays true to our belief that the whole child is worth educating beyond simply academics.

2. A strength of our school is the collaboration between administrators, teachers, and parents. We view the development of this CEP as we view everything else at River East: we work as a team. We split our SLT (School Leadership Team) into groups that meet to develop a goal around one of the elements of the Capacity Framework and work as a team to edit those goals and develop a schoolwide vision for each element. Another strength of our school is the individualized attention paid to each student at River East. At River East, every student is known by the majority of the staff. Being a small school allows us to do this but we also take pride in knowing that the student is not part of a classroom but part of our community as a whole. That is why our instructional focus for 2015/2016 is "Feedback". We are looking to make sure that each individual student gets individualized feedback that helps them grow as learners and students.

3. Our school is strong in the area of Collaborative Teachers under the Framework for Great Schools. Teachers on the survey and in our post-PD surveys throughout the year value working collaboratively. Our work with the Model Teacher program this year reinforced our belief in peer-to-peer collaboration. Our area of focus this year is "Strong Family and Community Ties". We continue to try and find more ways to have parents become involved in the school community in meaningful ways that impact our students at school and at home.

04M037 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	221	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		77.9%	% Attendance Rate	92.2%
% Free Lunch		78.9%	% Reduced Lunch	7.2%
% Limited English Proficient		4.3%	% Students with Disabilities	25.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	49.5%
% Hispanic or Latino		49.0%	% Asian or Native Hawaiian/Pacific Islander	0.5%
% White		1.0%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		3.17	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	13.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.7%	Average Teacher Absences (2013-14)	4.13
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		16.5%	Mathematics Performance at levels 3 & 4	13.0%
Science Performance at levels 3 & 4 (4th Grade)		71.7%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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 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 trends and sources.

31% of River East students scored a Level 3 or above on the 2015 ELA exams, while 24% of our students scored a Level 3 or above on the 2015 Math Exams. On our most recent Quality Review from 2013 we scored a “Proficient” overall as well as a “Proficient” in Rigorous Instruction (Indicator 1.1). On the writing portion of the ELA exam (short and extended response) the city averaged 39 out of a possible 72 points while our school received 40 out of a possible 72 points (or 56% of possible points) placing us slightly above the city’s average writing score on the NYS ELA exam.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By April 2016, River East Elementary will have 40% of students score a Level 3 or above on the NYS ELA exam and will increase 5 percentage points in the writing section of the NYS ELA exam.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teacher’s College Reading and Writing Program, professional development workshops at Teacher’s College</p>	<p>All students and teachers</p>	<p>9/15 – 6/16</p>	<p>Principal, all teachers</p>
<p>Monday Professional Development based around increasing feedback to student in all subjects (including writing)</p>	<p>All students and teachers</p>	<p>9/15 – 6/16 during Monday professional development</p>	<p>Principal, Assistant Principal, all teachers</p>
<p>Target Groups of students on each grade</p>	<p>target groups selected by each teacher</p>	<p>9/15-6/15 during grade meetings</p>	<p>Principal, Assistant Principal, Inquiry team leaders, all teachers</p>
<p>Weekly Check-In notes home from teachers to parents</p>	<p>All parents</p>	<p>9/15 – 6/15 on a weekly basis</p>	<p>Principal, all teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>-Schedule adjustments will be made in the winter/spring to accommodate an increase in test preparation.</p>										
<p>-Monday PDs and Common Planning periods will be devoted to grade planning in regards to test prep.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant	SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By December 2015, we expect that at least 20% of students will be on track based on a mock exam to receive a 3 on the ELA test.</p>

By January 2016, we expect that at least 25% of students will be on track based on a mock exam to receive a 3 on the ELA test.

By February 2016, we expect that at least 30% of students will be on track based on a mock exam to receive a 3 on the ELA test.

By March 2016, we expect that at least 35% of students will be on track based on a mock exam to receive a 3 on the ELA test.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Both parents and teachers complete a school survey each year, but students in our elementary school do not complete the survey. We designed a student survey that polls their opinions on safety in the school; the support they receive from school staff; and the challenge of the work they complete. The biggest category where students expressed unhappiness was in the enjoyment of reading and writing. We received a “Well Developed” in Indicator 3.4 on our latest Quality Review.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By February 2016, we expect a 5% increase in the happiness of students in regards to the enjoyment of reading and writing on the internal survey given out by the River East School Leadership Team.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>On June 12th, 2015 the school had an “Open Genre” Day where students were able to do any type of writing and reading they chose.</p>	<p>All Students</p>	<p>June 12th, 2015.</p>	

Students will complete survey in class.	All Students	October 2015	
SLT will compile and analyze survey results. Action plan(s) for areas of need will be created.	TBD (Based on survey results)	November 2015	
Students will take the survey again in June to look for areas of improvement.	All Students	June 2016	

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
All students will complete the survey during the regular instructional day in the fall. The most time consuming aspect will be sorting and compiling the survey data. The data will be presented to the SLT during the December 2016 meeting.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Students will complete a survey in the fall and re-take the survey in June. In between changes will be made in accordance with the survey results.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Looking at the 2013/2014 school survey, our lowest category was 90% in “Systems for Improvement” as voted on by the teachers. Therefore, there is a need to focus on the school’s systems in the school’s CEP. We introduced the model teacher program in 2014/2015 and gave out weekly feedback surveys to the staff about the type of collaborations that they felt were the most productive. Teachers highly valued working in peer teams on common goals according to the survey in 6-to-8 week periods.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers will report 90% satisfaction with the collaborations that take place during the Monday Professional Development time.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	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 promote teacher-parent collaborations to improve student achievement. 			
After each teacher team cycle, teachers will complete a survey on the teacher team.	All teachers	Ongoing throughout year	Teacher leaders

Administrators will meet with the leaders of the teacher teams after each cycle to plan next steps and look for ways to improve the teams.	Teacher leaders	At least three times during the year	Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
-Meeting time with school leaders and planning teams to adjust PDs based on teacher feedback may use per session funds.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, 80% of teachers will report effective collaboration on the survey developed by the School Leadership Team.
By June 2016, 90% of teachers will report effective collaboration on the survey developed by the School Leadership Team.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

River East is a collaborative staff as evident by our survey results both on our in-house surveys and the NYC School Survey. In order to increase the amount of collaboration and ensure that the collaborations are effective we must train teachers to become effective facilitators and leaders of teams. We received a “Well Developed” score in Indicator 3.4 of our most recent Quality Review in 2013.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015/2016 year, 75% of professional development will be facilitated by teacher leaders as measured by agendas from Monday professional development sessions.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>A group of 3-to-6 teachers will sign up for the Teacher Leadership Program (TLP).</p>	<p>Teacher leaders</p>	<p>9/15-6/16</p>	<p>Administration and teacher leaders</p>

Our work with the Model Teacher program will continue	Model teachers	9/15 – 6/16	Model teachers
Monday PD sessions will be facilitated by teachers in both of the above programs.	Teacher leaders	9/15 – 6/16	Teacher leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
-TLP teachers will receive per session centrally for their work.											
-Teachers may be paid per session for after-school meetings if funding allows.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
-Teachers will fill out PD surveys at the end of every 6-to-8 week PD cycle and the results will be reviewed by the teacher leaders and administration in order to adjust the next PD cycle to meet the needs of the staff.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Attendance at academic events was lower than in previous years. In addition, whole school events continued to have strong attendance and we did not want to diminish the importance of non-academic events. Our goal last year was “ By June 2015, 100% of parents will attend an event and 65% will attend at least one academic event. This will be measured using an attendance sheet per each teacher and event.” Teachers will fill out a year-end form about how many parents were seen at events throughout the year and hand in to the administration.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all students will have at least one family member attend a non-mandated event in their classroom as measured by sign-in sheets.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will schedule open houses in classrooms after Town Meetings twice a year.</p>	<p>All</p>	<p>1 academic year</p>	<p>Classroom teacher, Class parent, Principal</p>
<p>School website will updated once a month with school and grade events on the calendar.</p>	<p>All</p>	<p>1 academic year</p>	<p>Parent Coordinator, Principal</p>
<p>School messenger to promote upcoming events.</p>	<p>All</p>	<p>1 academic year</p>	<p>Parent Coordinator, Classroom Teacher</p>
<p>More interactive workshops to promote parent engagement in student work.</p>	<p>All</p>	<p>1 academic year</p>	<p>Classroom teacher</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>-Sign-in sheet</p> <p>-Parent Coordinator</p> <p>-Classroom Teachers (may be paid per diem or per session depending on budget availability)</p> <p>-Class Parents</p> <p>-Technology/Website</p> <p>-Tuesday afternoons designated for workshop days, preferably</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

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

In the fall of 2015 the SLT will meet and review the results of the parent engagement form given out to teachers in June 2015. Interim goals will be set at the meeting to meet the goal of increasing parent engagement throughout the year.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

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)	-Teachers submit the names of struggling students to the RTI (Response to Intervention) team and every Friday at 1:00 PM the team meets and gives AIS suggestions to the teacher.	-Foundations -Wilson -Great Leaps -Targeted guided reading -Targeted Small Group Work -Reading Rescue	-1-to-1 -Small group	During school
Mathematics	Teachers submit the names of struggling students to the RTI (Response to Intervention) team and every Friday at 1:00 PM the team meets and gives AIS suggestions to the teacher.	-Targeted small group work -Fluency practice	-1-to-1 -Small group	During school
Science	Teachers submit the names of struggling students to the RTI (Response to Intervention) team and every Friday at 1:00 PM the team meets and gives AIS suggestions to the teacher.	-Additional homework	-1-to-1 -Small group	During school
Social Studies	Teachers submit the names of struggling students to the RTI (Response to Intervention) team and every Friday at	-Targeted Small Group Work	-1-to-1 -Small group	During school

	1:00 PM the team meets and gives AIS suggestions to the teacher.			
At-risk services (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>)	The Guidance Counselor (Maura Kyne), ESL teacher (Vanessa Baldini) and SETTS teacher (Amelia David) provide at-risk services when they are needed through both push-in and pull-out services.	<ul style="list-style-type: none"> -1-on-1 sessions -Targeted small group work -Foundations -Wilson -Great Leaps -Reading Rescue 	<ul style="list-style-type: none"> -1-to-1 -Small group 	During school

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 section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

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.
<p>Teachers are given preference sheets in the spring which are then used in consultation with the teacher and the administration to consider the ideal placement and assignment for the following school year. After the assignments are made the vacant positions are filled through a hiring committee of 8-to-15 teachers and administrators that reviews resumes and invites candidates to interview. Candidates who have promising interviews are then invited to teach a "demo lesson" with the grade they are potentially teaching. If the demo lesson is considered promising the teacher is hired.</p> <p>After teachers are hired they are assigned a mentor who works with them throughout the year to help them transition to River East, especially in the case of first-year teachers.</p> <p>In order to promote teacher retention we encourage teachers to take on leadership roles within the school. Currently we have 2 model teachers as well as 5 teachers in the Teacher Leadership Program (TLP). These roles allow teachers to expand their influence and engagement in our community.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>After teachers are hired they are assigned a mentor who works with them throughout the year to help them transition to River East, especially in the case of first-year teachers.</p> <p>Professional development sessions are designed by analyzing the results of teacher surveys as well as other professional development sessions designed by the administration based on the results of teacher observations and school walkthroughs.</p> <p>The other professional development sessions are designed by the administration based on the results of teacher observations and school walkthroughs.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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.).

A “Meet Your New Teacher” day is scheduled in June of each year as a chance for the PreK kids to meet the Kindergarten team. There is also a “Meet and Greet” scheduled in August for all new parents to the school. The Pre-K teacher also meets with the Kindergarten teachers in the spring to talk about the students and ease transitions between the grades.

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.

-Each grade level is given the freedom to choose their own MoSL assessments not only for their individual teacher ratings but also for formative assessments throughout the year. Grade meetings are led by the assistant principal to train the teachers in the use of the assessments in their classroom.

-Teachers meet weekly to go over the data of each grade’s “target group” of students that are struggling to meet a standard in grade meetings.

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

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

each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	121,164.00	X	All Goals involve Title I money
Title II, Part A	Federal	65,973.00	X	None
Title III, Part A	Federal	0	X	N/A
Title III, Immigrant	Federal	0	X	N/A
Tax Levy (FSF)	Local	1,394,728.00	X	All Goals involve FSF money

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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) *(Required for All Title I Schools)*

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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’s Title I Parent Advisory Council (PAC) 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. **[School name]**, 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, School Quality 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

[School name] , 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with 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 to 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 04	Borough Manhattan	School Number 37
School Name River East Elementary		

B. Language Allocation Policy Team Composition

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

Principal Rob Catlin	Assistant Principal Michael Panetta
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Sunny Kim	School Counselor
Teacher/Subject Area	Parent Monserrate Ortiz
Teacher/Subject Area	Parent Coordinator Vylmary Bennett
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent Alexandra Estrella	Other (Name and Title)

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	190	Total number of ELLs	9	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0								0
Dual Language	0	0	0	0	0	0								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	6
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	6	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	3	0	2	6	0	4	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	1	0	2	3	1								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	2													0
Emerging (Low Intermediate)				1										0
Transitioning (High Intermediate)					1									0
Expanding (Advanced)		1		1	2	1								0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	2	0	2	0	0	0	0	0	0
4	1	0	0	0	0	0	0	0	0
5	0	1	0	0	0	0	0	0	0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics	0			
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 To assess the early literacy skills of our ELLs, we employ a variety of assessments. Emergent readers are assessed on concepts of print, letters, and sounds. Students are also given Fountas and Pinnell running records and coordinating comprehension questions. The F&P assessment is administered in English. The data gathered from the F&P Assessments allows us to know where to drive our instruction. Our assessments show us that ELLs at our school are performing at similar levels to the rest of our student population. The results of the assessments are used by each grade level to select a target group of students to focus on in 6-week cycles. If a student, ELL or otherwise, is seen as underperforming they are brought up to the RTI team who makes an individualized plan for each student.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The result of the 2015 NYSESLAT show that the majority of our students fall in the "Expanding" category (6 out of 9 students tested) which two students are "Emerging" and one student is "Transitioning". This leaves us hopeful that after another year of instruction we will be able to place those 6 students in the "Commanding" category and start to transition them out of receiving ELL services and into a fully mainstreamed environment.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The result of the 2015 NYSESLAT show that the majority of our students fall in the "Expanding" category (6 out of 9 students tested) which two students are "Emerging" and one student is "Transitioning". This leaves us hopeful that after another year of instruction we will be able to place those 6 students in the "Commanding" category and start to transition them out of receiving ELL services and into a fully mainstreamed environment.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

- a. In the 2014/2015 school year only one student took a NYS exam in their home language and she performed at a Level 1.
- b. The administration monitors the results of the ELL assessments to make strategic groupings in the classroom placements for the following year as well as analyze the success of the program.
- c. The school has learned that the majority of our students have moved into the "Expanding" category on the assessments and that the majority of our ELLs are also SWDs which has caused us to look at how we are assessing our SWDs in regards to language.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
Our school's RtI team meets weekly to discuss the needs of students. The team is comprised of our school's administration, speech therapist, SETTS teacher, guidance counselor and ESL teacher. The ESL teacher is an important part of the team as it assures best practices for ELLs can be implemented into recommendations for students brought to the RtI team. Currently, if a teacher has data to support a student is not progressing as expected in the classroom, he or she brings the case to the RtI team where the team reviews the case and helps to implement Tier 1 or Tier 2 suggestions. The team uses the data to guide instruction for ELLs and employs ELL-specific strategies into all recommendations based on the expertise of our school's ESL teacher.
6. How do you make sure that a student's new language development is considered in instructional decisions?
All instructional decisions are rooted in the understanding that second language development is imperative for the success of our English Language Learners. Assessments are given throughout the year to assess students' current levels of second language acquisition and instruction is guided based on the results of the assessments. Additionally, to help students with second language development in the classroom, the ESL teacher meets with all classroom teachers to share best practices and differentiation strategies to be implemented to help support language learners.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Every year the results of the NYSESLAT are analyzed to determine the success of our ELL program. Also, when grouping are made for The results of the 2015 NYSESLAT show that the majority of our students fall in the "Expanding" category (6 out of 9 students tested) which two students are "Emerging" and one student is "Transitioning". This leaves us hopeful that after another year of instruction we will be able to place those 6 students in the "Commanding" category and start to transition them out of receiving ELL services and into a fully mainstreamed environment.:

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
Upon registration at River East Elementary School, every family of a newly admitted student completes a Home Language Intake Survey (HLIS). In order to accommodate families with home language support the parent coordinator, Vylmary Bennett, who is bilingual is present during the process. At this time, families also partake in an oral interview, in English or their native language as necessary with the ESL teacher (Sunny Kim) . The survey and interview are both conducted by a licensed pedagogue, usually the ESL teacher (Sunny Kim). Upon completed registration, our certified ESL teacher reviews each HLIS, determines the home language and determines if NYSITELL testing is necessary. The NYSITELL is administered by Sunny Kim the within 10 days of registration to any eligible student. In addition, within the same 10 school days of initial enrollment, students from Spanish speaking homes are administered the Spanish LAB test to determine their native language proficiency. Upon completion of the NYSITELL and Spanish LAB, parents are notified of their child's performance. After testing, parents of students who scored below the cut-off score on the LAB-R are invited to attend a parent orientation to learn about placement options and also to select the desired program. Each spring, previously identified ELLs are administered the NYSESLAT. Prior to testing, parents are notified of the upcoming NYSESLAT exam. Parents of previously identified ELLs are informed of their child's NYSESLAT results in September.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Students are identified as SIFE after the home language survey and by looking at ATS records. Initial assessments done with all students (F&P for reading, TC for writing, etc.) are used to identify students in need of academic intervention services.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Newly enrolled students with IEPs are discussed with the Language Proficiency Team to determine if a student needs to take the NYSITELL or if the disability is the reason for the student's struggles. The LPT is comprised of the principal (Rob Catlin), the parent or guardian of the student, the ESL teacher (Sunny Kim), a translator if necessary (Vylmary Bennett), the special education liaison at the school which is the assistant principal (Mike Panetta) and the classroom teacher of the student. The parent has 20 days to appeal the decision of the LPT.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

All written communication that is sent home to families is sent with a Tear-Off Sheet for parents to complete. The Tear-Off Sheet requires parents to sign, date and return to ensure they have read and understood the attached information. Copies of entitlement letters are kept on file in our school's ELL Compliance Binder. The ESL teacher (Sunny Kim) files Tear-Off Sheets in the ELL Compliance Binder

and keeps track of returned sheets on an Excel Spreadsheet.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

As part of the ELL notification letters sent home in the beginning of the year the process for appealing ELL status is detailed in the letter home. The letter is distributed in the student's home language by the ESL teacher (Sunny Kim).

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Families of students who require language services are contacted after the administration of the NYSITELL exam within the first ten days of enrollment. To ensure the families of students who require language services understand the three program choices, a parent orientation is conducted. The orientation is offered at a minimum of two different times to ensure parents can attend. Any parent who cannot attend, the ESL teacher (Sunny Kim) meets with individually. Our school's certified ESL teacher conducts the parent orientation. When a form is not returned a bilingual program is the default choice.

Additionally, our school's bilingual parent coordinator attends to ensure parents understand the provided information. Prior to the orientation, families receive literature, in both English and their home language, so they can familiarize themselves with the information prior to the meeting. At the orientation, families watch a video, in English and/or their home language that clearly explains the three program choices of Transitional Bilingual, Dual Language and Freestanding ESL. In addition, families are provided with further literature that explains the program choices. After the video and a discussion, the families are invited to ask questions to gather more information. At this time, parents are informed of the Transfer Option, area schools with specific programs not offered at River East and our school's obligation to open a program if a sufficient number of families request such a program. When parents have a sufficient understanding of the three choices, they are then asked to complete Program Selection forms and Parent Surveys. Within ten days upon enrollment, all ELLs are placed in the selected program. Throughout the year, orientation sessions are provided for parents on an ongoing basis. For parents who wish to place their child in a program that the school does

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

The ESL teacher distributes Parent Surveys and Program Selection forms to parents that come with "Tear-Off Sheets" that are to be returned to the school. The ESL teacher (Sunny Kim) files Tear-Off Sheets in the ELL Compliance Binder and keeps track of returned sheets on an Excel Spreadsheet. Parent Survey and Program Selection forms are completed on the Page 36 school's premises during Parent Orientation. At that time, the ESL teacher copies the forms, placing one set of copies in the cumulative folder, and one copy in the ELL Compliance Binder.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ESL teacher (Sunny Kim) keeps track of the forms that have or have not been returned and contacts parents in the event that the forms are not returned.
9. Describe how your school ensures that placement parent notification letters are distributed. The ELL teacher and the parent coordinator send home notification letters with "tear-off" returns in a child's home language to ensure that parents have received all of the letters.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

An ELL compliance binder is kept by the ELL teacher that is kept in the ELL teacher's room. The ELL teacher (Sunny Kim) has access to the ELL documentation along with the principal (Rob Catlin) and assistant principal (Mike Panetta).

11. 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.

An ATS report is run by the school secretary (Tara Cadell) to determine NYSESLAT eligibility. Each year, our certified ESL teacher attends professional developments to prepare for the administration of the NYSESLAT. Prior to the days of testing, the ESL teacher creates a schedule with the school principal as well as scheduling a makeup period if students are absent. Students are grouped according to the testing bands: kindergarten, grades 1-2, grades 3-4, and fifth grade. The schedule is shared with all teachers and staff in the building to ensure awareness of testing dates. For the speaking modality, students are administered the test on a one-on-one basis. The rest of the modality tests are administered as per grade bands and are done in the following order: listening, reading, and writing.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ELL teacher and the parent coordinator send home notification letters with "tear-off" returns to ensure that parents have received all of the letters. If letters are not returned within one week the teacher (Sunny Kim) reaches out to parents via phone and sends another letter home.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing the Parent Survey and Program selection forms for the past few years, dating back to the 2008-2009 school year, it is evident that the trend and preference of parents of incoming ELLs is freestanding ESL instruction. Out of the nine new incoming ELLs during the 2008-2009 school year, all parents opted for freestanding ESL instruction. During the 2009-2010 school year, three new ELLs entered the school, of which all opted for freestanding ESL instruction. During the 2010-2011 school year, five new ELLs entered the school, all of which opted for freestanding ESL instruction. For the 2011-2012 school year, four new ELLs entered the school, all of which opted for freestanding ESL instruction. In 2012-2013, two new ELLs entered the school, both of which opted for freestanding ESL. For the 2013-2014 year, we did not had any ELLs enroll at River East.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

Instruction is delivered in a combination of push-in and pull-out periods by our certified ESL teacher. Students who placed Beginner or Intermediate on the NYSITELL or NYSESLAT receive 360 minutes of ESL instruction weekly. Students who placed Advanced received 180 minutes of ESL instruction weekly. The organization models of our school's ELL population are a combination of push-in and pull-out groups. The ESL teacher works diligently to push into classes where students are Beginners or Intermediates to provide them with in-class support. The program models are heterogeneous in both proficiency levels and grade levels. Given the small ELL population of our school, our ESL teacher typically combines students in Kindergarten and first grade, second grade and third grade, and fourth grade and fifth grade.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Students are grouped according to the mandates of Part 154-2:

"Entering" and "Emerging" Students: Receive 360 minutes a week, 180 minutes of stand-alone and 180 minutes of integrated service.

"Transitioning" and "Expanding" Students: Receive 180 minutes a week of integrated service.

"Commanding" Students: Receive 90 minutes a week of integrated service.

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

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

Additionally, students at River East Elementary School are exposed to a genre-based balanced literacy curriculum, developed by the Teacher's College Reading and Writing Program at Columbia University. Native language books and materials are available in the ESL classroom to help support student's native language development and content comprehension. Grade appropriate materials and content are taught through scaffolded instruction, methods of ESL instruction, and collaborative learning. As a means to help support students within their classroom, the ESL teacher works closely with classroom teachers to follow themes and lessons being taught. Students are exposed to authentic grade texts, and materials as well as the explicit teaching of reading and writing strategies in addition to problem solving strategies that will aid ELLs in meeting the standards of local and state assessments.

The ESL classroom boasts audio assisted learning (listening center), environmental print and content rich materials. Students are able to develop their skills and strengths in the four modalities of listening, reading, writing, listening and speaking through the implementation of Writer's Workshop, Reader's Workshop, paired learning activities, songs, presentations, reader's theaters, and field trips which are all appropriately aligned with age and grade level content-based curriculum. Students are guided through Writer's Workshop through the Language Experience Approach (LEA), vocabulary instruction, modeled writing, graphic organizers,

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

If a student places below the cut-off score on the LAB-R indicating he or she qualifies for ESL services, the Spanish LAB is administered. The Spanish LAB is a valuable tool that allows us to measure students' native language strengths. Knowing that a person's proficiency level in their L1 is the greatest indicator of language acquisition in the L2, the ESL teacher can use the measurable outcomes from the Spanish LAB to tailor instruction

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

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

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

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

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

b. Of the 9 ELLs at River East, all students have been in US schools since the start of their schooling. Six have been in US schools less than three years. Of those 6 students, 2 are in first grade and 4 are in second grade. All other students have been in school for more than three years. Should a newcomer come to our school, River East provides newcomers with nonfiction texts in their native language. Instructional approaches are designed according to the results of ongoing assessment and observations conducted by both the ESL and classroom teachers.

c. There are three students at River East receiving service for 4 or more years. Two of these ELLs are former IEP (Individualized Education Plan) students and one currently has an IEP. The student with the IEP is in a Collaborative Team Teaching (CTT) class. All long-term ELL students receive academic support tailored to their needs. Furthermore, the students receive pull-out ELL instruction which focuses on reading, writing and listening as implied by their scores on the 2013 NYSESLAT tests. Instructional strategies within the ESL classroom are geared toward reading comprehension, decoding, fluency, writing organization and

syntax. Listening exercises are conducted on a regular basis to help students with listening comprehension. Instructional strategies implanted within the ESL classroom reflect the individual needs of these students, as highlighted on their IEP. Furthermore, the ESL and classroom teachers collaborate and work together to share best practices and to help maintain instructional consistency.

d. There are no Long-Term ELLs at River East Elementary School at this time. However, if our population included Long-Term ELLs, we would analyze recent NYSESLAT scores and other forms of assessment to identify areas and modalities of concern. Once identified, we would compose an instructional plan to help support the student(s) in their specific areas of need.

e. All parents of former ELLs are immediately notified of the change in ELL status. All families receive transition letters. Former ELLs receive testing accommodations for two years as well as 90 minutes a week of service due to the mandates of Part 154. Additionally, they are classified on data reports so teachers will be aware of their unique learning needs.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal (Rob Catlin) will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with the ESL teacher (Sunny Kim), the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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

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

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

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

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

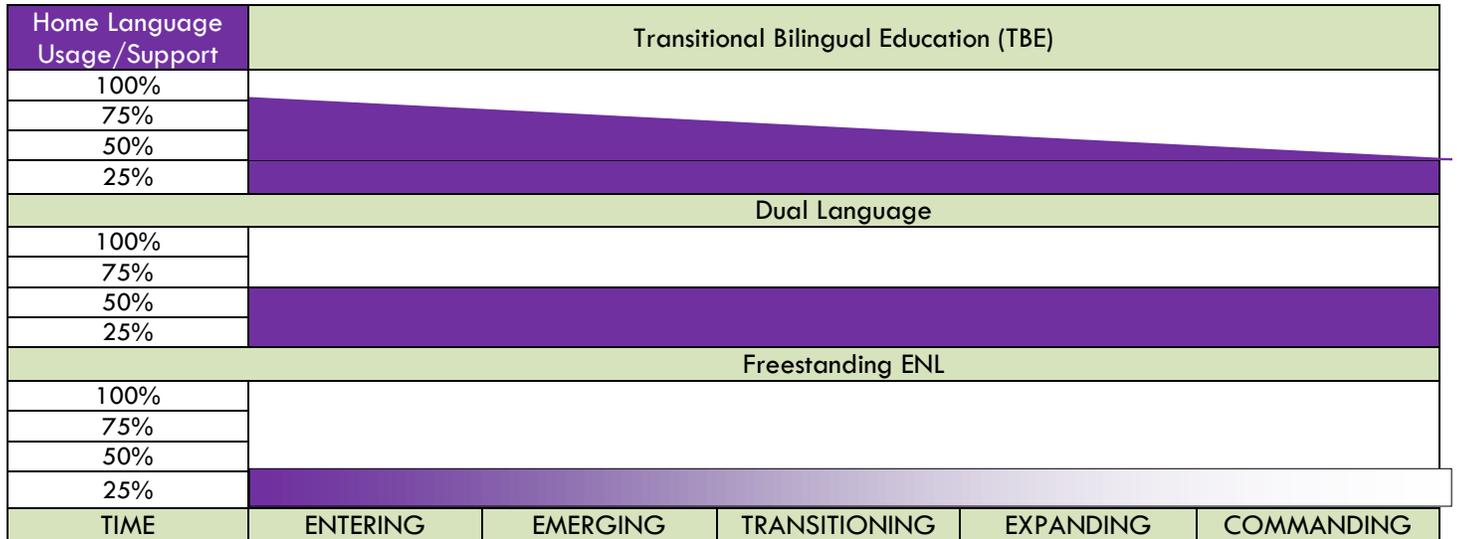


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Our school's RtI team meets weekly to discuss the needs of students. The team is comprised of our school's administration, speech therapist, SETTS teacher, guidance counselor and ESL teacher. The ESL teacher is an important part of the team as it assures best practices for ELLs can be implemented into recommendations for students brought to the RtI team. Currently, if a teacher has data to support a student is not progressing as expected in the classroom, he or she brings the case to the RtI team where the team reviews the case and helps to implement Tier 1 or Tier 2 suggestions. The team uses the data to guide instruction for ELLs and employs ELL-specific strategies into all recommendations based on the expertise of our school's ESL teacher
Targeted interventions include Foundations, Recipe for Reading, Wilson, and other programs depending on the needs of the student being discussed.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program is a combination of both standalone and integrated ELL which provides the opportunity for students to work on language development in and out of context. The results of the NYSESLAT show that our students are improving every year and consistently moving from one level to another year by year.
12. What new programs or improvements will be considered for the upcoming school year?
Due to the change in mandates for ELL students the ELL program has been modified to contain more "push-in" services in addition to the standalone ELL program. The low number of mandates has changed our ELL model to a part-time teacher (Sunny Kim) instead of a full-time program.
13. What programs/services for ELLs will be discontinued and why?
The low number of mandates has changed our ELL model to a part-time teacher (Sunny Kim) instead of a full-time program.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Our school partners with the 92nd St. Y as well as Opus 118 for in-school music programs. Students are notified about the programs both in English and in Spanish in order to facilitate ELL students to become involved in the program. Our school does not have an afterschool program on site but the afterschool programs that we are connected to (Wagner Houses, Jefferson Park, Salvation Army Orchestra) are communicated to parents via our parent coordinator Vylmary Bennett who is bilingual and capable of translating the materials to parents.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
ELLs are supported through a combination of in-class support (which does not require additional materials) and pull-out support. For in-class support the teacher may provide graphic organizers and additional resources including iPads and technology (in home language if necessary) to support the needs of ELL students. For the pull-out support the teacher has the use of several intervention programs such as Recipe for Reading and Foundations as well as a self-designed curriculum to support the needs of students.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
DL and TBE are not programs offered at our school. ENL students are supported through their home language as well as in English by the ESL teacher (Sunny Kim).
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Students are grouped in small groups of no more than two consecutive grades which ensures that their instruction will be targeted towards their age and grade level.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
The school has a "Meet and Greet" with new families during August of every year during which several bilingual staff members are available to help parents and students that are adjusting to our school. The parent coordinator (Vylmary Bennett), ELL teacher (Sunny Kim) and other staff members assist in this transition.
19. What language electives are offered to ELLs?
N/A
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Our ELL teacher attends professional development offered by Central New York City Department of Education offices as well as district and schoolwide PDs. Our staff also engages in professional development cycles that are driven by teacher interest so the ELL teacher has an opportunity to work on their pedagogy and curriculum with peers on Monday afternoons. The teachers work in three 6-week cycles during the year (Sept-November, November-February, March-June). Our ESL teacher (Sunny Kim), as well as our guidance counselor (Maura Kyne), assistant principal (Mike Panetta) and secretary (Tara Cadell) also attend various professional development workshop throughout the year offered by the District and Central offices that apply to both ELL and non-ELL students.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Our ELL teacher attends professional development offered by Central New York City Department of Education offices as well as district and schoolwide PDs. Our staff also engages in professional development cycles that are driven by teacher interest so the ELL teacher has an opportunity to work on their pedagogy and curriculum with peers on Monday afternoons.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The guidance counselor, Maura Kyne, assists all parents and students in the middle school transition process. One on one meetings with the guidance counselor are arranged. Maura Kyne also provides professional development for teachers on the process of transitioning students throughout the year.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Agendas for every Monday professional development are distributed to teachers and collected by the administration.

C. Parental Involvement

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

The ELL teacher uses the Tuesday "parent engagement" time to meet with parents individually. If translations are needed the teacher will ask the parent coordinator (Vylmary Bennett) or paraprofessional or teacher to translate or interpret.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to *ELL Policy Reference Guide, Parent Selection and Program Placement* section.

The ELL teacher keeps a log of meetings with parents.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The parent coordinator (Vylmary Bennett), who is bilingual, has parent workshops monthly throughout the year. She is also available to translate for other workshops that occur in the classroom and schoolwide. Parent workshops include RTI, Cookshop, test prep and other topics that are of interest to parents.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
No.

5. How do you evaluate the needs of the parents?

Results of the annual Learning Environment Survey, as well as internal surveys given by the SLT, are analyzed to determine trends in parents' interests.

6. How do your parental involvement activities address the needs of the parents?

The school uses a combination of long standing traditions (Potluck Night, Art/Science Night, Fall Festival) in addition to designing specific events based around parent surveys. The parents have indicated at a recent SLT meeting that more opportunities to visit their teacher's classrooms would increase parental involvement so the school has started to offer "Open Houses" for each class after Town Meetings on Fridays.

D. Additional Information

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

Part VI: LAP Assurances

School Name: <u>River East Elementary</u>		School DBN: <u>04M03Z</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rob Catlin	Principal		1/1/01
Michael Panetta	Assistant Principal		1/1/01
Vylmary Bennett	Parent Coordinator		1/1/01
Sunny Kim	ENL/Bilingual Teacher		
Monserate Ortiz	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
Alexandra Estrella	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **04m037** School Name: **River East**
Superintendent: **Alexandra Estre**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnedoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Families who indicate a home language other than English are documented in ATS. From this list, the school provides written and oral communication in their home language. Currently, all families who have a home language other than English have a home language of Spanish. As a result, mass messages that are sent out via School Messenger are delivered in both English and Spanish. Translators are available at all school events including but not limited to family conferences. Parent engagement time is every Tuesday from 2:40 - 3:20 and teachers use this time to meet with parents, both ELL and non-ELL, to discuss the students. During that time Vylmary Bennett, the parent coordinator, is available to

translate if parents need communication to be in Spanish. Since all communication has been requested in either English or Spanish there is no need to ask for additional translation services.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

In accordance with the Chancellor's Regulations A-663 PS/IS 276 will provide timely written translation to parents during registration periods, workshops, conferences and special events according to the assessed language needs described in Part A of this document. Staff members and parent volunteers proficient in a language other than English are available for translation and to provide written translation services for parents when they come to speak to staff/administration. Written and oral communication is also translated by staff members such as Vylmary Bennett, Elizabeth Canela, Keyla Guardado and Berta Gomez (Spanish speaking staff members).

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

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

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Staff members and parent volunteers proficient in languages other than English are available to provide oral interpretation services for parents when they come to speak to staff/administration regarding concerns and/or their student's academics or behavior issues, as well as other meetings.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Interpretation is provided in-house by school staff fluent in Spanish such as Vylmary Bennett, Elizabeth Canela, Berta Gomez and Keyla Guardado. As Spanish is the only language requested by parents there is no need to contact for outside translation services.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Interpretation is provided in-house by school staff fluent in Spanish such as Vylmary Bennett, Elizabeth Canela, Berta Gomez and Keyla Guardado. As Spanish is the only language requested by parents there is no need to contact for outside translation services..

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The staff is made aware of the staff members fluent in Spanish such as Vylmary Bennett, Elizabeth Canela, Berta Gomez and Keyla Guardado. As Spanish is the only language requested by parents there is no need to contact for outside translation services..

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Parents received the Parent Bill of Rights upon registration.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The Learning Environment survey is analyzed every summer by the administration and an internal survey is given to parents by the parent coordinator requesting the types of services that parents would like to see in the school.