

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M281

School Name:

THE RIVER SCHOOL

Principal:

JESSICA ORLEANS

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The River School School Number (DBN): 02M281
Grades Served: PK-2
School Address: 425 East 35th Street New York, NY. 10016
Phone Number: 212-251-6640 Fax: 212-251-6645
School Contact Person: Elizabeth Wallach Email Address: theriverschool@schools.nyc.gov
Principal: Jessica Orleans
UFT Chapter Leader: Rebecca Hodges
Parents' Association President: TBD
SLT Chairperson: Rebecca Hodges
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): N/A
N/A

District Information

District: 2 Superintendent: Bonnie Laboy
Superintendent's Office Address: 333 7th Avenue, Room 713 New York, NY, 10001
Superintendent's Email Address: blaboy@schools.nyc.gov
Phone Number: 212-356-3815 Fax: 212-356-7514

Borough Field Support Center (BFSC)

BFSC: Manhattan, District 2 Director: Yuet Chu
Director's Office Address: 333 Seventh Ave, 8th floor New York, NY, 10001
Director's Email Address: ychu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 917-339-1765

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)
Jessica Orleans	*Principal or Designee	
Rebecca Hodges	*UFT Chapter Leader or Designee	
Cynthia Portal	*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>	
N/A	CBO Representative, if applicable	
Jill Bragg	Member/ Parent	
Sean Glickenhau	Member/ Parent	
Kiyoshi Matsukawa	Member/ Parent	
Robert Camhi	Member/ Parent	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jillian Gutman	Member/ Staff	
Erika Mondschein	Member/ Staff	
Leah Iovine	Member/ Staff	
	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.

Who We Are:

The River School (02M281) is a pre-kindergarten through second grade elementary school in Manhattan. Our school is in its third year and will continue to expand one grade, per year until we reach full capacity at 5th grade in 2018. Our school, located in Midtown East, draws from the Kips Bay, Murray Hill, and Tudor City neighborhoods. Due to our close proximity of the United Nations, where many of our families work, our school has an extremely diverse community made up of students from over twenty countries with many languages spoken. In addition to our large ENL population we also have students with special needs in our three ICT classes.

Last year, our main focus/goals were fostering strong family-community ties as well as creating a supportive environment where students, families and community members felt valued, included and safe. We achieved our goals through clear communication between teachers and parents, collaboration between teachers, administration and families and consistent school-wide practices.

What We Believe:

Educators at The River School believe that all children have vast capacities for learning that flourish when provided with opportunities to engage in their natural curiosity. We strive to educate the whole child by providing an inclusive environment where students can grow intellectually, emotionally, socially and physically. Our mission as a school is to inspire a love of learning in our students, not just about books and numbers, but also about the world around them. We encourage our students to be independent thinkers and to feel safe taking intellectual risks.

Curriculum and Academic Program:

Literacy is at the core of all learning, including reading, writing, listening and speaking. On a daily basis, students participate in a rich, balanced literacy program routed in the workshop model. This includes reading and writing workshop where students engage in read-aloud, shared reading, guided reading, independent reading, interactive writing, shared writing as well as word study. Each class reads and writes across a variety of genres and studies authentic, rich literature as well as non-fiction texts. We teach students strategies to become thoughtful readers and writers who can comprehend a wide range of genres and make connections to themselves, other texts and the larger world.

Our teachers use a comprehensive, concept-based mathematics curriculum. Students explore materials, learn math strategies, recognize math in their world and become curious, capable mathematicians. Students are given the opportunities to wonder, question, discover and articulate their mathematical understanding of real life, complex problems. Each class has a daily math workshop in their classroom.

Students are immersed in rich thematic inquiry studies about a variety of topics throughout the year. Each study lasts several weeks and allows students to study a big idea in-depth. When participating in studies, students engage in fieldwork, sketching, reading and writing to learn all about a topic. Our thematic inquiry studies integrate writing, reading, mathematics, the arts and science. By immersing our students in inquiry learning we believe our students gain greater meaning from what they are learning. Through inquiry studies, students build upon their previous knowledge to

create a deeper and more complex understanding of the world. Through inquiry studies, students have the opportunity to act as researcher, scientist, reporter and expert.

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

02M281 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	107	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		93.3%
% Free Lunch	20.0%	% Reduced Lunch		8.2%
% Limited English Proficient	5.9%	% Students with Disabilities		12.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		3.5%
% Hispanic or Latino	17.6%	% Asian or Native Hawaiian/Pacific Islander		35.3%
% White	40.0%	% Multi-Racial		3.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.2	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		20.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		4.2
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	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		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		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 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	N/A			
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.

With the implementation of the Common Core Learning Standards (CCLS), The River School works to ensure our young learners are prepared with the skills and knowledge necessary to succeed. Based on feed back from our 2014-2015 Quality review which states "curricula are still being developed and require further refinement to fully support all learners including English language learners and students with disabilities" we have decided to refine our literacy curriculum. Specifically, The River School will utilize the curricula from The Teacher College Reading and Writing program for literacy instruction. In September, teachers conducted a baseline literacy assessment. Initial data identified decoding and comprehension as two instructional focus areas to support reading development.

Part 2 – Annual Goal

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.

Classroom teachers will implement rigorous classroom instruction aligned to the teacher College Reading and Writing Project Curriculum, so that they will be able to reach grade level bench marks. By June 2016, 70% of students will meet or exceed grade level benchmarks in literacy as demonstrated by Fountas and Pinnell (F&P) running records, teacher conference notes, and student progress reports.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- **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.**

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>
All students	September-June	Teachers, Data Specialist

objectives and explicit teaching strategies. Teachers will analyze formative and end-of-unit assessments to diagnose areas of strength and growth for all students. Teachers will also conduct informal assessments.			
Professional development will focus on assessing student work to inform instruction. Strategy groups will be created based upon students' need. Vertical and horizontal grade planning to ensure scoring practices are consistent.	All students	September-June	Principal, teachers
SIT and SBST team will participate in weekly meetings to monitor at-risk students and determine efficacy of intervention.	SWDs, ELLs, students at risk	September-June	SIT, SBST, Teacher(s), Related Service Providers, Principal
Clear communication with families to inform them of their child's academic levels occurs on a regular basis. Parents/guardians will receive ongoing communication from teachers via homework feedback, River Reader e-newsletter and in-person meetings.	Parents, guardians, students	September-June; Tuesday PM	Teachers

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.										
F&P Benchmark Assessment Kits, leveled classroom libraries, Teachers College Readers Writers Project (TCRWP) , EngageNY math curriculum, Foundations, guided reading sets, special education teachers, learning specialist to support curriculum and assessment, targeted professional development training. Schedule adjustments will be made on an as needed basis.										
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		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.
PTA funds professional development with Teachers College Readers and Writers Project.
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.

The River School strives to create a classroom and school culture where students feel supported, safe and have opportunities to be challenged. We strive to create a wide variety of learning opportunities where students can engage with a variety of learning opportunities. We believe this can be achieved with a balanced learning environment and incorporates the arts at every grade level. To support this vision, we secured partnerships with Book Pals, Studio In a School, and Wingspan Arts. As a growing school with young learners, we strive to equip students with practical skills to promote academic and social growth. We have established consistent norms across grade levels to support student self-awareness and self-management with the implementation of our River Ready! system.

Part 2 – Annual Goal

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 June 2015, 100% of our classrooms will participate in one or more school partnership with one of the above organizations that promotes the arts and creates a balanced learning environment.

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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Implementation of a consistent management system (River Ready!) to establish behavioral expectations and help students develop self-awareness.</p>	<p>Students</p>	<p>September-June</p>	<p>Teachers, Staff, Principal</p>

Students will complete a daily reflection sheet that highlights what they've learned. To support communication between students, parents, and teachers, this will be sent home on a weekly basis.	Students, Parents	September-June	Teachers, Students, Principal
The guidance counselor will provide professional development and resources for teachers to implement our SEL curriculum. She will also support students by differentiating instruction in small group sessions.	Teachers, SWDs, ELLs, students at risk	September-June	Guidance Counselor, Principal
Teachers will follow the RTI framework to support students who have social or emotional needs that require support.	Students	September-June	Teachers, Staff, Principal

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.											
Curriculum resources, River Ready! materials in each classroom, RTI team and collaboration time, professional development in SEL											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		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.										
By September 15th, all classrooms will post classroom and school expectations.										
By December 1st, all classrooms update their charters to reflect changes in Social Emotional Learning (SEL).										
By January 15th, school has conducted three River Rally assemblies to support SEL and student growth.										
By February 2016 , we will analyze results from all Parent Workshops offered in 2015-2016 to inform 2016-17.										
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.

The River School has established a community of teachers who are committed to continuously improving their practice so that all students are able to reach optimal academic and social success. Based on feedback from the 2014-2015 Quality Review, which states: "Every teacher is committed to meaningful collaboration and there are many opportunities for the staff to practice leadership and take part in key decisions", we will continue our practice of working collaboratively across the school. In order to communicate effectively, teachers need to meet regularly to discuss teaching practice, analyze student data, and share successful instructional strategies. Horizontal and grade level planning will be arranged to ensure consistency in curriculum planning to foster student success as they transition across grades.

Part 2 – Annual Goal

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, 100% teachers will collaborate with grade level team at least one period per week and with specialist teachers one period per month. These meeting will be logged and all teachers will be surveyed on the effectiveness of these meetings in June.

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Professional development time on Monday afternoons will be used to review grade and cross-grade level meeting agendas and expectations.	Teachers	September-June	Teachers, Principal
Teachers will meet with TCRWP staff developer on an ongoing basis for curriculum planning and instructional support.	Teachers	September-June	Teachers
Student data will be frequently reviewed and analyzed by teachers, AIS support, and administration to inform instruction and create action plans as required.	Student's with disabilities, English language learners	September-June	Teachers, AIS, Principal
Teachers will participate in off-site professional development opportunities to support practice based on identified need and interest then gain approval by administration for attendance on an ongoing basis. These researched-based programs include: Responsive Classroom, Handwriting Without Tears, Stem Institute, etc.	Teachers,	September-June	Teachers, Principal

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.											
Teachers, Teachers College Readers and Writers Project staff developer, meeting space for collaboration, schedule to support meeting time, substitutes to cover professional development, funding for off-site professional development											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		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.

By February 15th documented evidence showing teacher meetings as scheduled will be provided to the school leader.

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.

In the school’s second year, 8 total teachers received an effective Measure of Teacher Practice (MOTP) rating. Observations are scheduled at least once per month to support teacher growth and development. Often, observations are scheduled by grade level to assess curriculum coherence. One beginning teacher is paired with an experienced teacher in a mentorship to support her growth. Teachers are supportive of each other and coordinate inter-visitations to offer each other feedback at least once per semester. Initial observation feedback from September-December highlights questioning and student engagement as key development areas for teachers.

Part 2 – Annual Goal

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.

By June 2016, the school leader will conduct monthly observations and provide teachers with feedback that focuses on improving teaching strategies that differentiates learning so all students are challenged. 85% of teachers will receive an effective rating in the areas of questioning and student engagement as outlined in the Danielson Framework For Teaching.

Part 3 – Action Plan

<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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>School leader will meet with Professional Development team to discuss areas in need of enhancement as aligned to our school-wide instructional focus.</p>	<p>All students (including English language learners and students with disabilities)</p>	<p>September-June</p>	<p>Principal</p>
<p>School leader will conduct frequent formative & evaluative observations followed by collaborative feedback conversations with each teacher to support their growth.</p>	<p>Teachers</p>	<p>September-June</p>	<p>Principal</p>
<p>Teacher cross-classroom visitations will be scheduled based upon areas in need of development.</p>	<p>Teachers</p>	<p>September-June</p>	<p>Principal, teachers</p>
<p>Teacher visits with other schools will be scheduled to learn best practices and share resources.</p>	<p>Teachers</p>	<p>September-June</p>	<p>Principal, 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>School leader, arrange schedule to support inter-visitations and coaching, funds for professional development and instructional resources.</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>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

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

Part 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.

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

Part 2 – Annual Goal

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

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 and administration will coordinate parent workshops that appeal to the needs and interests of our parent community. Family Fridays will be offered one day</p>	<p>Parents</p>	<p>September-June</p>	<p>Teachers, parents, Guidance Counselor</p>

per month. Classroom/grade culmination events will be publicized for families to attend.			
Class parents will work with PTA to coordinate on-site language contacts to conduct outreach and support to non-English speaking parents	Parents	September-June	Class parents, PTA
Teachers and administration will email ongoing updates, curriculum support tips and reminders via our weekly River Reader e-newsletter	Parents	September-June	Teachers, Principal
Teachers will lead workshops for parents of students with disabilities and English language learners.	Parents of students with disabilities and English language learners	January-June	Teachers

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.											
Teachers, Parents, Parent Workshop materials, additional resources to support parents, technology, supplies needed for Family Fridays and culmination events. Workshops will be scheduled to maximize attendance by working parents.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		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.
By September 30 th , a needs-assessment survey will be distributed to parents.
By October 15 th , all parents will receive a list of upcoming Parent Workshops.
By December 1 st , our first Parent Workshop will be offered.
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)	Students who have not shown progress after implementation of Tier 1 and Tier 2 interventions Review of reading benchmarks AIS referral data sheet RTI tracking sheet Review of assessments: Word study, checklists, writing samples. Assessments administered by learning specialists Attendance records	Guided Reading and strategy groups, pre-teaching, re-teaching, differentiated learning centers, repeated exposure/practice, checklists, visuals	Small group, one-to-one	During school day

	Behavioral and/or social emotional concerns			
Mathematics	Students who have not shown progress after implementation of Tier 1 and Tier 2 interventions Review of math assessments AIS referral data sheet RTI tracking sheet Assessments administered by learning specialists	Strategy groups, modified work, modified tasks, multisensory use of manipulatives, pre-teaching, re-teaching, visuals	Small group, one-to-one	During school day
Science	Review of student work Student assessments AIS referral data sheet	Differentiated learning centers and work tasks	N/A	N/A
Social Studies	Review of student work AIS referral data sheet	Differentiated learning centers and work tasks	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students who exhibit concerning social-emotional behaviors	Guidance Counselor: Friends group- social skills	Small group, one-to-one	During school day

	<p>Parents who have contacted the school/guidance counselor about known issues, concerns</p> <p>Students who reach out to staff directly</p>	<p>Learning Specialist: Individualized curriculum, visual schedule, checklists</p>		
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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.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	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.

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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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. **The River School (PS 281)**, 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. **The River School** will support parents and families of Title I students by:

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

The River School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 2	Borough Manhattan	School Number 281
School Name The River School		

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 Jessica Orleans	Assistant Principal N/A
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher	School Counselor Karen Berman
Teacher/Subject Area Kristin Boyar	Parent N/A
Teacher/Subject Area N/A	Parent Coordinator N/A
Related-Service Provider Marissa Boruchow	Borough Field Support Center Staff Member N/A
Superintendent Bonnie LaBoy	Other (Name and Title) N/A

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	1
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)	128	Total number of ELLs	29	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 type="checkbox"/> 3 <input type="checkbox"/> 4 <input 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
Dual Language	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	29	Newcomers (ELLs receiving service 0-3 years)	29	ELL Students with Disabilities	4
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	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
DL										0
ENL	29									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	0													0
Chinese	1	1	1											0
Russian	0	2												0
Bengali														0
Urdu														0
Arabic	3	2	1											0
Haitian														0
French	0	2												0
Korean	1													0
Punjabi														0
Polish														0
Albanian														0
Other	11	2	2											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)	9	2												0
Emerging (Low Intermediate)	2	1	1											0
Transitioning (High Intermediate)	1	1	2											0
Expanding (Advanced)	4	5	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		3	3											0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									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									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				
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.

The River School uses formal and informal assessments to evaluate the early literacy skills of our ELLs. The formal assessment we use in reading is the Fountas & Pinnell Benchmark Assessment. It provides teachers with information about students' abilities to decode and comprehend texts on a leveled continuum. The assessments also measure a variety of other literacy skills including: concepts about print, letter identification, high frequency word recognition, and spelling skills. These formal reading assessments are given a minimum of three times a year. The students are also given the Citywide Performance Math Tasks twice a year.

The teachers also use rubrics aligned to the Common Core Standards to evaluate the students' literacy and math skills. They use the data to measure whether students are at, below, or above grade level. The ENL and classroom teachers use the data to drive the instruction.

The ELLs generally score below grade level due to their limited vocabulary in English and their limited schooling prior to entering kindergarten and/or the United States. Teachers use information collected from all of the assessments to carefully understand the needs of our ELLs in order to better assist them in the classroom. The assessments are used to differentiate instruction, the process, and/or the product. The assessments allow us to track the students' progress and indicate areas of weakness. This data allows the teachers to set goals for the students to help them reach grade level expectations. The information collected helps inform the school of students who need extra support.

Teachers also conduct informal assessments including: anecdotals, conferences, formative assessments, writing samples, etc.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The NYSITELL data indicates that all of our ELLs are newcomers. 56% of the kindergartners are speaking English at the entering

level and 12% are speaking at the emerging level. 31% of the kindergartners are at the transitioning and expanding levels. In first and second grade, there are 15% of the students at the entering level and 15% at the emerging level. 69% of the students are at the transitioning and expanding levels. There were seven students who passed the NYSESLAT the previous spring and are now categorized as former ELLs. The data indicates that the students are making progress throughout the year and their English proficiency levels have improved. The teachers continually monitor the students' progress and examine the NYSESLAT scores in the spring to further assess the progress of the students.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The teachers at The River School use the Annual Measurable Achievement Objectives to guide their instruction and create goals for the students. The teachers also use them as part of their assessment of a student's progress. Since our school only goes up to 2nd grade, the state tests are not part of the equation yet. The NYSESLAT scores from last year indicate that 57% of the students who are still ELLs and took the NYSESLAT improved by at least one proficiency level. 14% (2 students) of the students who took the NYSESLAT did not have scores recorded for the NYSITELL; therefore, we are unable to formally compare their growth. The scores from the F&P Assessments illustrate that the majority of the students improved their reading level by at least one level.

4. For each program, answer the following:

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

a. ELLs are administered the Fountas & Pinnell Benchmark Assessment and the Math Performance Assessment. All of the entering and emerging ELLs scored at a Pre-A or A level on the Fountas & Pinnell Benchmark Assessment. All of the ELL kindergartners do not know 100% of the letters and their sounds. Generally, the ELL students are performing higher in math than in ELA; however, they are generally performing lower than their peers. No tests have been given in the home language, as this is a K - 2nd grade school and the majority of the ELL students do not read and/or write more fluently in their home language. It is also an extremely diverse school where many languages are spoken.

b. The principal and teachers use results of ELL periodic assessments to program students/classes, create schoolwide goals, create student goals, target students for intervention/inquiry groups, differentiate lessons to accommodate ELL needs/language acquisition, create teacher professional growth plans and develop professional development schedules for classroom teachers.

c. Students take informal periodic assessments in English and math. Students have improved from the beginning of the year to the end of the year in both areas. The students show higher achievement and progress in the math assessments. This coincides with observations and formative assessments done in the classroom.

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](#).]

The teachers at The River School collect a wide range of data to help assess the needs of the students. This data includes the NYSITELL and NYSESLAT scores, the benchmark assessments at the beginning/ middle/ and end of the year (reading, writing, math), and running records about each student's growth in all four modalities of English language acquisition (reading, writing, speaking, and listening). The teachers use the data to drive their instruction, both in the classroom, in the ENL classroom, and when needed, with other tier 2 and/or tier 3 supports outside of the classroom.

The River School places a strong emphasis on regular, informal and formative assessments along with the formal standardized assessments. This allows teachers the opportunity to analyze students' needs and develop appropriate academic plans for them. In the ENL classroom, the educator assesses oral language development through recorded observations of students interacting with peers during small group activities, paired work, conferences, and classroom discussions. The teachers use the data gathered to build oral language scaffolds that focus on both social English and academic English.

The River School utilizes inquiry based thematic units to make the instruction accessible to all students, especially ELLs. The teachers use many modes of instruction including visual cues, pictures, kinesthetic activities, music, and language prompts during whole group instruction and learning centers. For Tier II students, the ENL and classroom teachers provide small group instruction to target the

specific needs of ELLs.

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

The River School's co-teaching model and inclusive, inquiry-based curriculum enables all instruction to be tailored to the unique needs of ELL students. The River School uses the workshop model for both reading and writing in an approach to balanced literacy. Through this model, teachers are able to meet the needs of individual learners at their levels. The River School values an additive mentality with regard to the English language acquisition, rather than a subtractive stance. This philosophy is based on the overwhelming body of research in the field indicating that "Language 2" is best developed in tandem with "Language 1." With this in mind, teachers encourage the students' parents to continue to speak and read to their children in their home language. Additionally, teachers encourage students who speak the same language to converse with one another and support each other when there is confusion or misunderstandings. The teachers promote problem solving and collaboration in their common language. The teachers look at their educational background and the experiences they have had in life when they are planning their lessons. They try to incorporate connections to the ELL students' cultures, countries, languages, and experiences. The ELL students utilize the Duolingo computer language program, which helps students strengthen their first language and English (when applicable).

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?

Not applicable. The River School does not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

The success of The River School's program for ELLs is evaluated based on students' NYSESLAT scores (focusing on their improvement in each modality: reading/ writing/ speaking/ listening), periodic assessments, formal and informal assessments conducted by the ENL teacher and the classroom teacher(s), observations, classroom discussions, and conferences. The ENL teacher and the classroom teachers communicate on a regular basis to ensure that the needs of the ELLs are being met, and that the students are demonstrating that they are making progress.

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 entering the New York City School District for the first time, all parents complete a Home Language Identification Survey (HLIS). A teacher who is familiar with the procedure of completing the HLIS, Beth Vande Hey or Elizabeth Wallach, administers the HLIS during registration. The teacher, present at the time of registration, also conducts an informal interview with the student to determine whether the student has any formal educational background in his or her own language and if the student is able to communicate in English. If the teacher who conducts the informal interview is unable to speak in the student's home language then a translator (via phone or in person) is available to assist with the translation. During the registration process the teacher also interviews the student's parents/guardians to determine whether or not the child received formal education in the United States or in his/her native country prior to entering the NYC School District and for how long the child attended school. A student is considered to have a home language other than English when (1) one question on the HLIS Part 1: question 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part 1: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions (regardless of number of responses of one language or another). Over-the-phone interpretation services are available through the DOE and staff interpreters (Spanish, Haitian-Creole, Italian), so the parents can receive the information and have their questions answered in their preferred language. After the

interview and the HLIS are completed, the ENL teacher signs off on the HLIS, and the results are entered into ATS.

At the beginning of the school year, the ENL teacher runs the RLER report on ATS to see who is eligible to take the NYSITELL. He/she will also run the RPOB to ensure that every student has a home language code entered into ATS. If a code is missing, the ENL teacher will check the cumulative folder and enter the HLIS results into ATS. The NYSITELL is administered to every student whose HLIS indicates that he/she is eligible to take it. Beth Vande Hey, the ENL teacher administers the NYSITELL exam. The testing process begins in June for incoming kindergarteners. Students who weren't tested then are tested within the first 10 days of enrollment. Spanish speaking students who do not pass the NYSITELL are also administered the Spanish Lab to determine their first language fluency in the different modalities.

Students who do not pass the NYSITELL are given an entitlement letter. The parents are invited to an orientation meeting, where the three language programs that are offered in NYC are presented. They are given the opportunity to watch the video in their home language and brochures are distributed to the families. The parents are asked to fill out the Program Selection Form and return it within 10 days (The forms are translated into the ten main languages.). The administration of the NYSITELL and the parent orientation take place within ten days of registration. The program selection and program placement occur within the next ten school days.

New students at The River School are classified as English Language Learners (ELLs) after not meeting the cut score on the NYSITELL. Groups are based on students' language proficiency levels. Entering students receive 360 min., emerging students receive 360 min., transitioning students receive 180 min., expanding students receive 180 min., and former ELLs receive 90 min.

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).

The DOE's Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. Also, the Oral Interview Questionnaire is used to develop a better understanding of a newcomer ELL (potential SIFE) as it has many questions related to literacy and language practices.

For students who have a home language of Arabic, Bengali, Chinese, Haitian-Creole, or Spanish, they are administered the Literacy Evaluation for Newcomer Sife (LENS). The LENS is a multilingual suite of diagnostics designed to measure the home language literacy skills SIFE bring with them when they enter New York City schools. This information will be highly informative for teachers of SIFE, since students come in with a range of skills in both literacy and math, and knowing each individual student's strengths and weaknesses is essential for teachers to plan instruction. The SIFE evaluation and identification process is completed within 30 days of enrollment.

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).

The River School reviews each new student's IEP upon entry. If a child's IEP recommends programs or services that our school does not currently have, we first make it clear to the parents and student that we are committed to providing the programs and services that are recommended on the IEP, beginning on the student's first day in that school. District special education coaches work with us to determine how to align resources to meet the recommendations on the IEP.

Once a newly enrolled student with an IEP is identified as possibly eligible to take the NYSITELL, the LPT will convene to determine final NYSITELL eligibility. At PS 281, The River School, the LPT includes Jessica Orleans (principal), Beth Vande Hey (ENL teacher), Marissa Boruchow (related service provider), Kristin Boyer (special education/ content teacher), Karen Berman (guidance counselor). A qualified interpreter will be present or the Translation Unit will be utilized if necessary. During this conference and through the expertise of each member of the LPT, following the guidelines set out in the ELL Policy and Reference Guide 2015-2016, a determination will be made whether the student has ELL learning needs or whether the student's disability is the determining factor affecting his/ her language proficiency. If the LPT recommends that the student takes the NYSITELL, the student takes the NYSITELL to determine ELL status. The ELL identification Process continues as normal. If the LPT recommends that the student does not take the NYSITELL, it is sent to the principal for review. Upon review, the principal will determine if the student should take the NYSITELL or if the student should not. If the principal decides that the student should take the NYSITELL, the ELL identification process continues as normal. If the principal determines that the student should not take the NYSITELL, the proposal is sent to the superintendent. At this point, the parent/ guardian will be notified within three days of the decision. This final decision determines whether the student is administered the NYSITELL exam. The timeline to accept or reject the LPT's recommendation is 20 days.

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.

Once the NYSITELL results are determined, the appropriate letter (entitlement, continued entitlement, non-entitlement, transitional services) is downloaded and printed in the parent/guardian's preferred language. Beth Vande Hey, the ENL teacher, distributes the letter to the student's classroom teacher with instructions that the letter needs to be sent home to the parents of the student in question.

To ensure parents receive and understand the entitlement letters, parents are asked to sign and return a slip of paper that is attached to the entitlement letter that states (in English and/or their home language) that they understand their child will receive ENL instruction for the entire school year.

For new students, in addition to the entitlement letters that are sent home to the parents, Program Selection Forms are also given to the parents after the parent orientation. Since it is extremely important that the ENL teacher receives the Program Selection Form and Survey, the parents are asked to return the forms as soon as possible. The ENL teacher will establish communication with parents via phone calls, face-to-face discussions, and/or e-mail if she does not hear back in five days. The ENL teacher will also resend the Program Selection Form. Parents are offered to attend, a one-on-one meeting scheduled at their convenience if they are unable to attend the specified Parent Orientation. If the ENL teacher is unable to get in contact with the parent of a student within a week of the letter being sent home, then the student will be placed in the default TBE program. Since The River School does not have a Transitional Bilingual Education (TBE) program, the student will be placed in the Freestanding English as a New Language program. The ENL teacher will monitor the number of students who have indicated a TBE or DL program to determine if there are sufficient numbers to open a bilingual program.

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).

Beth Vande Hey, the ENL teacher, and/or Jessica Orleans, the principal inform parents in their preferred language, through interpreters and translated documents, that they need to submit a written appeal. We provide them with the support that they need. They are given this information in writing in the entitlement letters and orally during the parent orientation meeting. Copies of all paperwork are filed in the student's cum folder and in the ELL compliance binder, which is kept in a secure location in the ENL teacher's classroom.

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.

Once all of the students are tested and identified, parents are invited to school for a parent orientation to learn about the three program options available to ELLs in the NYC School System. The ENL teacher sends the parents an Entitlement Letter. The parents are also sent an invitation and a reminder to an orientation meeting that will explain the three different programs that are offered to ELLs in New York City. The ENL teacher (TESOL certified) presents the vital program information to the parents. The parents are provided with pamphlets that offer information in their home language on each of the programs offered in the NYC School District. The letter also provides information on who parents can contact (ENL teacher) if they have any questions about the programs. If they are unable to attend the orientation meeting, the ENL teacher reaches out to the families (in person, face-to-face, via phone) to have a one-on-one meeting with the ENL teacher to discuss the three different programs. The orientation is conducted by the ENL teacher. During the orientation, the parents are shown the Orientation Video for parents of English Language Learners in English and in their preferred language. The parents are also provided with pamphlets in their preferred language that provide additional information on each of the programs (Transitional Bilingual Education, Dual Language, and Freestanding ENL). After watching the video, parents are given the opportunity to ask questions about the programs offered in the NYC school system. The parents are then asked to complete the Program Selection Form and Survey. The parents are informed that if at least fifteen students in the same language within two consecutive grades choose the Transitional Bilingual or Dual Language program, The River School will create a TBE or DL Program. The River School does not meet these requirements at this time. If parents choose the DL or TBE programs, the ENL teacher will refer them to programtransfers@nyc.gov to request that their child be transferred to a school with their preferred program. Over-the-phone interpreters, in the parents' preferred language, are available.

If parents are unable to attend the initial Parent Orientation then another orientation is offered to them. If parents are unable to complete the Program Selection Forms during orientation then they are asked to complete it within a week of the orientation. To ensure that all parents complete the Program Selection Form, the ENL teacher contacts parents via letters, phone calls to parents, and/or face-to-face interactions. If a parent survey is not returned within ten school days, the default program will be entered, which

is the TBE program.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Beth Vande Hey, the ENL teacher, sends all students who are entitled to receive ENL services entitlement letters (written in the preferred language). The letters are sent home to the parents within the first week of school for continuing students and within the first ten days of registration for new students. To ensure parents receive and understand the continued entitlement letters, parents are asked to sign and return a slip of paper that is attached to the continued entitlement letter that states (in English and/or their preferred language) that they understand their child will receive ENL instruction for the entire school year. For new students, in addition to the entitlement letters that are sent home to the parents, Program Selection Forms (as mentioned above) are also given to the parents at the Parent Orientation. The Parent Surveys and Program Selection Forms are translated into the preferred language. Since it is extremely important that the ENL teacher receives the Program Selection Form and Survey back, the parents are given time at the meeting to fill out the form and ask questions. If the parents choose to take the form with them, the ENL teacher asks them to return the form as soon as possible. They are told that the deadline is a week later. The ENL teacher will establish communication with parents via phone calls, face-to-face discussions, and/or e-mail. The ENL teacher will resend the Program Selection Form if she did not receive it back within five days.

Parents are offered to attend a one-on-one meeting scheduled at their convenience if they are unable to attend the specified parent orientation. If the ENL teacher is unable to get in contact with the parent of a student within a week of the entitlement letter being sent home, the student will be placed in a Freestanding ENL program. The River School does not have a Dual Language or Transitional Bilingual Program, as our ENL student population does not fit the bilingual education designation requirements.

As the Parent Surveys and the Program Selection Forms are returned, the ENL teacher monitors the parent program choices and puts the information into ATS. The ENL teacher will monitor the program choices as new students enroll. If the numbers indicate that a TBE/ DL program is warranted, the ENL teacher will reach out to the families to determine if the parents would still be interested in placing their child in the specified program.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Every effort is made to ensure that parents complete and return the Parent Survey and Program Selection Form in a timely manner. If the forms are not returned within five days, the ENL teacher (Beth Vande Hey) reaches out to parents via e-mail, phone, face to face discussion, and/or a letter. Interpreters and translated documents in the parents' preferred language are used. If the form is still not returned after ten days, the teacher enters ENL into the ELPC screen in ATS as a default program.

The Parent Surveys and Program Selection Forms are returned to the ENL teacher at the end of the orientation meeting or they are given to the classroom teachers who forward them to the ENL teacher. The program selections are entered into the ELPC screen in ATS. Then they are copied. The originals are put into the students' cumulative folders. The copied versions are put into the Critical Documents Compliance Binder that is housed in the ENL room.

9. Describe how your school ensures that placement parent notification letters are distributed.

After students are placed in a program, letters are distributed to the students' classroom teachers to be put in the students' homework folders. These letters are translated into the preferred language.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All original ELL documentation is retained in the child's permanent file in the administrative office. The ENL teacher also creates an ELL compliance binder, which is housed in the ENL classroom. This binder includes copies of entitlement letters, continued entitlement letters, non-entitlement letters, HLIS, program selection forms, program placement forms, and other pertinent information.

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.

To ensure that all ELLs take the NYSESLAT every spring, the ENL teacher (Beth Vande Hey) prints the RLER report on ATS. The RLER report informs the ENL teacher of all the students eligible to take the NYSESLAT. The ENL teacher (Beth Vande Hey) and Elizabeth

Wallach administer the NYSESLAT exams. To ensure all four components (reading, writing, speaking and listening) are administered to all of the students, the ENL teacher creates a schedule for students to take the exam. Schedules are approved by the administration and distributed to classroom teachers to ensure that all students attend each component of the exam. The schedule also includes available days to administer exams in the event that a student is absent during one of the four components of the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

In the beginning of the year, the ENL teacher distributes continued entitlement and transitional support parent notification letters via take home folders. The letters are translated into the parents' preferred language. The school retains copies of the letters in the ELL compliance binder. The parents fill out a tear-off at the bottom of the continued entitlement letter acknowledging that they received and understand that their child is receiving ENL services throughout the school year.

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).

At this time, The River School does not have enough students with the same home language in one or two consecutive grades to establish a Dual Language or Transitional Bilingual Education program. In grades K-8, there must be 15 or more students of the same home language in the same grade, or in two consecutive grades whose parents/ guardians have requested a bilingual program. Since we do not meet the criteria for these programs, the ENL teacher informs the parents at the orientation meeting that they would need to transfer to another school if they would prefer a dual language or transitional bilingual program. The ENL teacher sends their request to programtransfers@schools.nyc.gov. Since The River School is a fairly new school, there is not much data indicating if there has been a change in program selection. For the past two years, all parents chose to have their child attend the ENL program. The ENL program was every parent's first choice on the Program Selection Form. For the 2015-2016 school year, one parent put Dual Language as his first choice with the Freestanding ENL Program as the second choice. The student is currently placed in the Freestanding ENL Program.

The River School offers a question and answer session during the Parent Orientation, where parents have the opportunity to ask questions about each of the programs and what options are available to them and their children. The River School will continue to assist parents if they choose to send their child(ren) to an alternative school where a Transitional Bilingual or Dual Language program is offered. In the future, if there is an adequate number of students in a single language whose parents desire a Transitional Bilingual or Dual Language program, The River School will apply to the New York City Department of Education to create a Transitional Bilingual or Dual Language program at the school in order to accommodate parents' choices and students' needs.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.

a. The ENL program at The River School is a combination of push-in and pull-out instruction. Our entering and emerging students are provided with 360 minutes per week of ENL instruction. They are receiving 180 minutes of stand alone instruction and 180 minutes of integrated instruction. The kindergarten entering and emerging students are grouped together for three one-hour sessions a week. For the integrated instruction, the ENL teacher pushes into each classroom for a total of 180 minutes. The first and second grade entering and emerging students are grouped together for the stand alone instruction. The transitioning and expanding ELLs receive 180 minutes of instruction per week. The transitioning kindergarteners from the three different classes are grouped together for the 90 min. of stand alone instruction. The first and second grade transitioning students receive 90 min. of integrated instruction in their classrooms. The remaining 90 min. are flexible. The ENL teacher along with the classroom teachers determine if the students will receive the rest of the time as stand alone and/or integrated instruction. This varies from week to week depending on the needs of the students and the lessons that are being taught. The expanding students receive 180 minutes of integrated instruction. The ENL teacher pushes into each of the classrooms for the integrated instruction. The former ELLs are provided with 90 minutes per week of ENL instruction. The integrated instruction involves co-teaching with the classroom teacher and providing scaffolding for ELLs. The teachers often utilize that time for station teaching.

b. The ENL teacher collaborates with the classroom teachers to discuss particular students' needs. The ENL teacher discusses units of study in reading, writing, science and social studies to align with the classroom teacher's instruction.

- 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)?

For the 2015-2016 school year, students at the entering and emerging levels receive 360 minutes of ENL instruction per week. These students are pulled out of their classroom to receive ENL instruction in a separate classroom three days a week for 60

minute

sessions, and the ENL teacher pushes into their regular classrooms for integrated instruction two to three days a week for 45 - 90 minute sessions a day, depending on the class. The transitioning students receive 180 minutes a week. 90 min. are designated as integrated instruction where the ENL teacher pushes into the classroom. The ENL teacher and the classroom teachers meet and discuss how the remaining 90 minutes will be used. It is a combination of stand alone and integrated instruction based on the needs of the students. The expanding students receive 180 minutes of integrated instruction in the classroom. The former ELLs receive at least 90 minutes of support in the classroom. The integrated ENL instruction is in core content areas including ELA, math, and social studies.

The River School does not provide Home Language Arts. Instead, the ENL teacher provides home language support to newly arrived students, with no English background, through picture dictionaries as well as technology, to assist in their learning. Since

the

majority of the students began school in NYC in kindergarten, their reading and writing skills in their home language are limited. Home Language Arts classes are not applicable, because we do not have the student population to warrant it. Special Education students, who do not speak English and require a para, will be provided with bilingual paraprofessionals if one is available.

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.

The ENL program at The River School follows a thematic unit as its instructional approach. Thematic units are based on the Science and Social Studies Standards and The Next Generation Science Standards, as well as the Reading and Writing Common Core Learning Standards. Using these content areas as a base for ENL instruction, provides English language development to ELLs at

all language levels. The staff utilizes visuals and picture vocabulary dictionaries for the units of study in social studies and science to ensure the content is accessible to the ELLs. Instructional time is divided so that time is spent on specific math, science, social studies language, as well as general English development. Students learn vocabulary and language structures that scaffold what they are doing in their mainstream classrooms. They also learn language acquisition strategies that help them across the content areas.

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

After students complete the NYSITELL, the Spanish Lab is administered to Spanish speaking students. This allows the classroom teacher and the ENL teacher to gauge what level the Spanish speaking students are at academically in their home language. When applicable, the teachers can get assessments and exams translated into a child's home language and/or an interpreter can be used.

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

Students are evaluated through formal and informal assessments weekly throughout the year. The ENL teacher is in regular communication with classroom teachers to monitor each student's development and progress in the general education or ICT classrooms. The ENL and classroom teachers use the Fountas and Pinnell running records, reading conferences, observations during classroom discussions, anecdotes completed during guided reading groups, and formative assessments to determine reading levels and skills. The ENL and classroom teachers conduct conferences during writing workshop to go over the student's writing piece and cooperatively develop strategies for each child to help him/ her meet his/her writing goals. A large part of ELL classroom activities revolve around carefully monitored conversations. The teacher observes while students are doing turn and talks, group discussions, and work time conversations. Lessons are designed to meet 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

Through the pull-out and push-in ENL program at The River School, instruction is differentiated based on the language proficiency levels and needs of the students. Although all of our ELLs are beginners, their English proficiency levels vary. If necessary, instruction is also differentiated based on subgroups such as SIFE (none at this time), newcomers (all of our ELLs fall under this category), long term ELLs (none at this time), and special needs ELLs.

Currently there are no SIFE students at The River School. If a SIFE student enrolls, he/she will be interviewed using the SIFE questionnaire. The PPT and LAP team will assign all teachers who work with the student to collect data and will then meet to determine which services are needed to support the child's needs.

All of our students are newcomers who have been in the US Schools for less than three years and are provided with ENL services. For newcomers we use a variety of strategies to differentiate lessons to include students of different language levels who are in the same class. We pair the ELL up with a buddy who acts as a touchstone throughout the day as he or she guides the ELL through daily routines. We allow native language use when it aids instruction. Whenever possible, The River School utilizes pictorial representations. The ENL teacher looks for opportunities for students to share cultural information. When planning an activity or unit, we identify the key elements that all students must know to go on. The River School focuses on those for lower level ELLs. The ENL and classroom teachers also build opportunities into the day to preteach, review, and spiral instruction. Stations and centers play a major role in instruction. The classroom teachers and the ENL teacher utilize co-teaching models (station teaching, parallel teaching, flip-flop) as much as possible, which allows the ELLs to receive more support in the smaller group settings. This enables the teachers to constantly be assessing the understanding of the students and differentiating the instruction/ task/ product to better meet the needs of the students.

The River School does not have ELLs who have been receiving ENL services for 4 to 6 years or long-term ELLs, as it is a new school just servicing kindergarten through 2nd grade; therefore, nobody has received ENL services for 4 to 6 years.

The former ELLs at The River School receive 90 min. per week of integrated instruction. The ENL teacher pushes into the

classroom to support and co-teach the grade level content curriculum. These students are also eligible for ELL testing accommodations. These services are available to former ELLs for up to two years after they pass out, as per CR Part 154.2.

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.

Within the 1-12 month timeframe of the re-identification, our principal consults with the ENL instructor and the classroom teacher(s), as well as the parent and the student to determine the effects of the re-identification. If our principal determines that the student has been adversely affected by the re-identification, based on qualified personnel's recommendation, PS 281 provides additional support services to the student and reverses the status.

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?

The ENL teacher and classroom teachers of ELL-SWDs use instructional strategies and grade-level materials to provide students with access to academic content and guide students in accelerating English language development. They use vocabulary charts, instructional charts, word walls, picture dictionaries, picture vocabulary dictionaries, visuals, songs, manipulatives, graphic organizers, vocab gradient charts, movements, digital books, videos, leveled texts, sentence starters, brainstorm lists, etc. The ENL teacher and classroom teachers utilize small group instruction, station teaching, differentiated activities, individual and small group conferences, preteaching, and remedial reviews to help meet the needs of all the levels of the students in the class. The students have access to online bilingual dictionaries and online translations. Some of the students participate in the Duolingo language computer program, which strengthens the home language and English.

Teachers of ELL-SWDs will follow the student's IEP in regards to academic and language goals for individual students and mandated services that these students are obligated to receive. These outside services, such as speech, counseling, OT, and PT provide students with additional academic support. Classroom teachers and service providers discuss with one another the student's progress and continued needs. Classroom teachers differentiate within their classroom, creating small groups to target specific student's academic and language needs. To build academic content, teachers offer students grade appropriate content at their reading level.

The materials and scaffolds coincide with the grade level content that is being taught. The curriculum is age appropriate and the teachers utilize materials that are age appropriate, as evidenced by the age ratings.

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

Service providers, including the ENL teacher, attend IEP meetings in order to determine and plan for helping ELL-SWD achieve their IEP and English acquisition goals. As often as possible, service providers work together to provide necessary supports.

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.

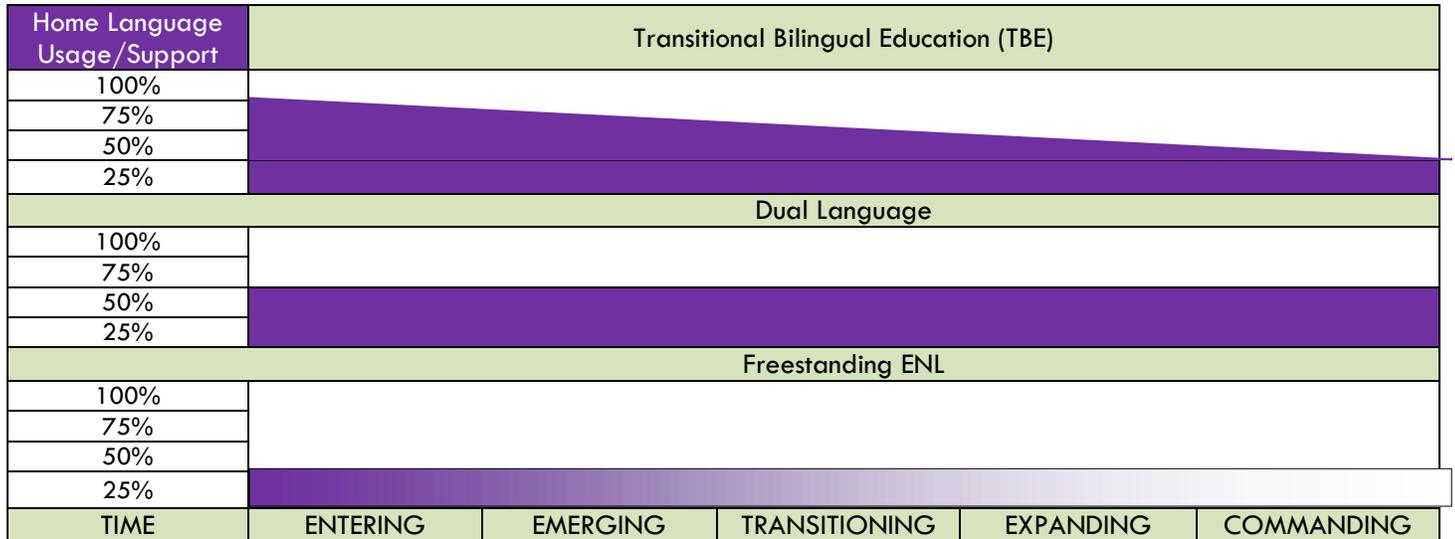


*Note “other approved services” does not apply to New York City at this time.

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.

The River School has set up intervention programs for ELLs in ELA, math, science and social studies. Special needs students who are not proficient in English are provided with instructional supports as defined in their IEPs.

Guided reading groups are conducted during reading workshop. This allows homogenous grouping of students who need to work on specific skills and/ or concepts.

The teachers use Foundations for the word study program. This systematic program allows ELLs to grasp the literacy concepts being taught. This program focuses on phonemic awareness, phonics/ word study, reading fluency, vocabulary, comprehension strategies, handwriting, and spelling.

The Sounds in Motion curriculum is used as a supplementary curriculum for the kindergarteners and entering and emerging 1st and 2nd graders who do not know the letters and the sounds associated with them. This curriculum is useful for helping children improve skills in: listening, phonemic awareness, articulation, discrimination of speech sounds, auditory processing, and vocabulary development.

The ENL teacher pushes into the classrooms and provides small group instruction and support for the ELLs.

The ENL teacher meets with all students and families prior to the summer break to ensure learning needs are supported throughout the summer. This includes books to take home, information on summer programs and continuation of writing in their student journals.

The ENL teacher is utilizing the Duolingo language computer program, which is designed to utilize a student's native language to help him/ her acquire another language. The program is constantly measuring the student's knowledge and skills in the two languages being used in the program. It automatically differentiates the activities based on the student's knowledge of vocabulary and grammar.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The ENL program at The River School is in its beginning years of existence and is developing along with the students. Among our ELLs the teachers have noticed a great improvement in their ability to communicate with peers and teachers. Our content-based approach provides ELLs with the vocabulary they need to participate in lessons and play. The teachers incorporate activities that utilize the multiple intelligences to increase active engagement and give students numerous entry points to the concepts being taught. The formal assessments confirm that the students are making progress.

The ENL teacher and classroom teachers utilize formal and informal assessments (ex. F & P reading assessments, weekly word study quizzes, formative math assessments, unit math assessments, daily observations, homework, individual conferences) to constantly assess the ELL students on a daily basis. They use this information to determine the effectiveness of the ENL program and the next steps that need to be taken to help the students reach their full potential.

12. What new programs or improvements will be considered for the upcoming school year?

As an improvement plan for the upcoming school year, The River School will provide targeted support to ELLs during small group instruction. The River School is considering utilizing more digital literacy in order to motivate and engage students, especially during reading and writing workshops. The ENL teacher is implementing the Duolingo computer program into the curriculum as a supplementary resource. Language Power, another supplementary resource for ELL students, helps guide students in building English language fluency through computer activities that include the four language modalities (reading, writing, listening and speaking).

13. What programs/services for ELLs will be discontinued and why?

We will not be discontinuing any of our programs or services, as they have all been deemed effective.

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are afforded equal access to all school programs and activities. They are not restricted from participating in anything. ELLs and their families are offered translation and interpretation services in regard to school activities- translation of curriculum, parent-teacher meetings, PTA meetings, school-wide events, afterschool programs, and community activities. ELLs also receive support through instructional materials. In the ENL classroom, ELLs are provided with books and picture dictionaries, literature at various levels, a document camera and a SmartBoard. They have the opportunity to use computers, SmartBoards and engage in computer-based literacy and vocabulary activities. Flyers, invitations, letters and paperwork are translated into the preferred languages as much as possible. Over-the-phone interpreters are always available for parents to gather information and get questions answered.

The school offers yoga, lab (science and art), music, Studio in the School, a reader's theater, field trips, and other interactive activities. All of the students participate in these activities. The afterschool program (Wingspan) offers karate, tennis, art, music, and interactive, multi-disciplinary classes. There are currently nine ELL and four former ELLs participating in the afterschool program.

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.

The teachers use an assortment of instructional methods to support ELLs. Students are provided with other services (speech, PT, OT, counseling) when appropriate. Students have access to both classroom and school libraries, as well as leveled and non-leveled (grouped by subject) books in the ELL classroom. The libraries consist of both fiction and nonfiction texts that range in reading levels.

The students have access to electronic bilingual dictionaries and books. Some of the students also use the Duolingo computerized program, which utilizes the first language to help acquire the second language. The teachers try to incorporate any visuals, cultural/ language connections and texts, and realia as much as possible.

The students and teachers use technology throughout the school, in the form of SmartBoards, computers, cameras, CD players (listening centers) and document cameras. ELL students utilize books on CDs in the listening center, e-Books, music and videos, computer programs, and language learning websites (in class and at home). The ENL teacher informs parents about helpful websites via the school website and at meetings).

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

The River School does not have a DL or TBE program. In the ENL program, the ELLs receive home language support through board books, picture dictionaries, Duolingo, and translation computer programs. Realia and connections to the students' cultures and languages are made as often as possible. ELLs with special needs will receive home language support through a bilingual paraprofessional if one is available. Bilingual staff will also offer support to students when applicable.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Required services and resources correspond to ELLs ages and grade levels by aligning with the Common Core Standards. The ELL teacher regularly has professional development sessions with teachers of all grades to ensure that the ELL work being done is supporting what is going on in the general education classrooms.

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).

Prior to the first day of school, The River School sends out letters welcoming new parents to our school. These newsletters are translated for parents of ELLs. We host a "Kickoff to Kindergarten" event before school starts so the children and families feel a little more comfortable on the first day. The families participate in interactive activities to get to know the other families in the class. They are also given important logistical information (in their preferred language). This event gives families the opportunity to meet the principal and the teachers in the school.

The school hosts a Curriculum Night in September and another informational event in the middle of the year. The entire staff participates in these activities. New ELL families are invited to the Parent Orientation, where they have the chance to ask any questions they may have. Throughout the year, various staff members facilitate parent workshops. Parents can request a translator to be present at any event or meeting. The school provides information to the families when they register.

New ELLs who are enrolled throughout the year are given individual and small group support from the ENL teacher, the classroom teacher(s), the principal, the guidance counselor, and the teacher aides. The new ELLs are paired up with students in the class to help foster a smooth transition and help them learn about their new school community.

19. What language electives are offered to ELLs?

At this time, The River School does not offer foreign language electives.

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.)

As a member of District 2, The River School works with an ELL support specialist that leads regular workshops to support our ENL teacher. The ENL teacher attends Columbia University TCRWP workshops that focus on ELLs. The ENL instructor also attends professional development workshops through the CSA Headquarters, Fordham University, and the Office of English Language Learners. During the 2015-2016 school year, the ENL teacher is getting trained in the Duolingo program. In house professional development occurs as the ENL teacher works one-on-one with classroom teachers, discussing strategies and supports for specific ELLs.

The common branch teachers, special education teachers, principal, and secretaries receive PD on ELL related issues throughout the year. In October, all staff members attend an informational session on translation and interpretation services and requirements. During the after school Monday PD sessions from the end of November through the end of January, the staff is attending PD on the stages of language acquisition, engaging ELLs in the classroom, differentiating instruction/ activities/ end products for ELLs, dealing with newcomers, vocabulary development, creating language objectives and goals, and supporting parents of ELLs.

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?

By attending ENL workshops geared to the Common Core, the ENL teacher works with teachers from other schools in crafting a curriculum around the common core. Together, they create a continuum, which supports ELLs in the regular classroom and the ENL classroom. During the 2015-2016 school year, the teachers will participate in a six-eight week PD cycle, which will focus on language acquisition, differentiating for ELLs, engaging ELLs in the classroom, dealing with newcomers, vocabulary development, creating language objectives, and supporting parent of ELLs.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

When our ELLs reach fifth grade, which they have not yet, the school guidance counselor will provide ELLs with support as they transition from elementary to middle school. The school counselor provides parents and students with information on the different middle schools that the student can apply to.

4. 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.

The staff will participate in a six-eight week professional development cycle on supporting ELLs in the classroom. This training consists of one-on-one meetings with the ENL teacher and workshops led by the ENL teacher that focuses on working with ELLs and strategies teachers can use in the classroom that would engage ELLs. This six-eight week cycle will occur on Monday afternoons during the regularly scheduled PD time. All records of attendance will be kept on file in the school.

The ENL teacher will fulfill the required amount of hours by attending district PD workshops, TCRWP, the Duolingo training, CSA Headquarters events, and other pertinent professional development experiences that arise.

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?

Tuesday afternoons are designated for parent engagement. This is a time when parents and teachers can meet to discuss a student's strengths, weaknesses, goals, achievements, concerns, questions, etc. This information is relayed to all parents at the beginning and throughout the year. Official parent/ teacher conferences occur in November and March. This gives the parents and teachers the opportunity to come together as a group to discuss the student's progress and next steps.

At approximately mid-year, the ENL teacher will schedule the required individual annual meetings with the parents. Before the meeting, the ENL instructor will check-in with the classroom teachers to discuss any areas that he/she feels should be highlighted during the meeting. During the annual meeting, all goals, progress, assessment results, and continued needs in all content areas will be discussed. A translator will be available, or the Translation and Interpretation Unit, will be accessed during the meeting.

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Parents of all students, including ELLs, are given the opportunity to be directly involved in their child's learning. The last Friday of every month is Family Friday at The River School. On Family Fridays, parents are welcome to join their children in their classrooms to participate in their child's academic growth and development.

Parents are invited to numerous PTA activities such as a potluck, movie night, Valentine's Dance, auction, International Night, and Family Day. All parents that request a translator for school events are provided with a translator. These translators are often members of the school community that speak the language. In the event that we have a language that is not available for translation by in-house staff, The River School will reach out to a translation unit.

There are also many volunteer opportunities for the parents to help in the school. They can work in the library, be a part of the lunch bunch, be a mystery reader in the classroom, help with projects, chaperone field trips, aid in the preparation of materials, and/or take on the role of a class parent. These opportunities allow the parents to become a stronger member of our school community and allows them to better understand the philosophy of the school and the education their child is receiving.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

The River School has close connections to the YMCA and Tennis Innovators, which offers programming and educational workshops to local families. The public libraries provide workshops and English classes. The school informs the parents of any opportunities that arise throughout the year.

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

Parents are given the opportunity to voice their needs. At the beginning of the year, all of the ELL parents are given an informal questionnaire to fill out about their child and their personal goals, concerns, and questions. Parents are invited to attend the initial ELL Parent Orientation in September, PTA meetings, and parent-teacher conferences, where they have the chance to share their needs with the teachers. Parents and teachers also communicate through notes, e-mails, and telephone conversations.

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

The River School offers an orientation for all students before the first day of school. At this orientation, parents and students come to meet the teacher. During our Open House, which happens after the first month of school, parents find out what their child is learning and are given the opportunity to ask questions. To build parent involvement, every class has a monthly newsletter that informs parents on what their child is doing that month in school. In addition, teachers provide parents their e-mail address to

establish better lines of communication.

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.

The following response is the answer to C2.. Question C2 does not allow for a response to be posted directly below it.

Record keeping of annual individual ENL meetings: The ENL instructor keeps copies of all records used and relayed to parents during this meeting. These notes and records are placed in the compliance binder.

Part VI: LAP Assurances

School Name: _		School DBN: #INGEST ERROR!	
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)
Jessica Orleans	Principal		10/22/15
N/A	Assistant Principal		
N/A	Parent Coordinator		
Beth Vande Hey	ENL/Bilingual Teacher		10/22/15
N/A	Parent		
Kristin Boyer	Teacher/Subject Area		10/22/15
N/A	Teacher/Subject Area		
N/A	Coach		
N/A	Coach		
Karen Berman	School Counselor		10/22/15
Bonnie LaBoy	Superintendent		10/22/15
N/A	Borough Field Support Center Staff Member _____		
N/A	Other _____		
N/A	Other _____		
N/A	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **02M281** School Name: **The River School**
Superintendent: **LaBoy**

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.learnndoe.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.

The school's written and oral translation needs are determined through the Home Language Identification Survey, ATS reports, blue cards, and the DOE's Language Preference Letter. Each year, the ENL teacher takes the data from the HLIS surveys and the DOE's Language Preference Letter to determine which language groups are represented at our school. This year we have 15 different languages represented (Arabic, Chinese, Japanese, Hindi, Georgian, Nepali, French, Slovak, Russian, Sesotho, Korean, Dari, Filipino, Armenian, and English). Upon registration, if parents are unable to speak English, an interpreter is used, in person or via phone, to assist the parents in answering any questions they may have about registration. During registration, the school is also able to determine the language of communication the parents prefer. Written and oral translation services will be provided if the parents state that they prefer school information documents in their home language. If requested, official Department of Education documents, school events flyers, calendars, and student narrative reports will be translated into the preferred language.

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.

Parents chose English, Korean, Japanese, Arabic, Nepali, and Chinese as their preferred language for communication both written and orally.

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.)

All formal Department of Education documents are translated and distributed to families who indicated that they prefer a language other than English. All ELL documents are translated as well as any pertinent curriculum information, student records, newsletters, and notes sent home in the student's folder.

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.

Teachers meet with parents at a beginning of the year orientation, Curriculum Night, parent workshops, family events and parent conferences. They also touch base with them at the Family Friday events that occur at the end of each month. The staff participates in several culminating activities and celebrations where parents join in.

Teachers are meeting with parents throughout the year on Tuesday afternoons and at other times of the week to keep parents informed about their child's progress, goals, curriculum, and any other issues that arise.

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.

The Department of Education's Translation and Interpretation Unit provides The River School's written translation services. If a parent prefers to communicate in a language other than English, The River School tries to get school information and documents translated into the home language. These documents include all official Department of Education documents, school event flyers, calendars, and student narrative reports. Informational flyers can also be translated if necessary. To ensure timely provision of translated documents to parents in need of language assistance services, teachers submit letters up to two weeks prior to dissemination, or use an online translation program, which is free on the

web, to translate letters to parents immediately.

The River School also keeps a list of staff members who are fluent in languages other than English. They are called upon when an interpreter is needed.

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.

Oral interpretation services will take place at the school level through staff, volunteers, translation programs, and the Department of Education's Translation and Interpretation Unit. Services are provided if a parent does not speak English. These services are provided during parent-teacher conferences, IEP meetings, initial orientation for parents of ELLs, and anytime the parent schedules an appointment requesting a translator.

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.)

At the beginning of the year, the ELL coordinator schedules a professional development session for the staff, exclusively on translation and interpretation services. Every member of the staff receives a copy of the "I Speak..." card, which includes the phone numbers for over-the-phone interpretation. The ELL coordinator supports the staff when they are seeking additional help with translation and interpretation 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

Oral translation services are provided by the Department of Education's Translation and Interpretation Unit. Services are provided if a parent does not speak English. These services are provided during parent-teacher conferences, IEP meetings, initial orientation for parents of ELLs, and anytime the parent schedules an appointment requesting a translator. Signs are posted in the entrance indicating the availability of interpretation and translation services. The parents are provided with a "Parents Bill of

Rights" when they come in to register their children. (They will be given a "Bill of Rights" in their home language if one is available.)

The River School continues to seek out services offered in the community that would benefit this population.

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)

Through parent feedback surveys given throughout the year, as well as formal and informal meetings, The River School gathers feedback regarding services and informational workshops the parents would like to have offered at PS 281.