

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

DBN: (i.e. 01M001): 12x458
School Name: SAMARA COMMUNITY SCHOOL
Principal: DANIELLE DERRIG

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 12x458
School Type: Elementary Grades Served: Pre-K-5
School Address: 1550 Vyse Avenue Bronx, NY 10460
Phone Number: 718-860-5332 Fax: 718-860-5333
School Contact Person: Elmer Maldonado Email Address: Emaldonado16@schools.nyc.g
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Principal: Danielle Derrig
UFT Chapter Leader: Janira Gonzalez
Parents' Association President: Sharon Rowell
SLT Chairperson: Maria Pons-Vargas, Gloria Aponte
Student Representative(s): _____

District Information

District: 12 Superintendent: Rafaela Espinal Pacheco
Superintendent's Office Address: 1434 Longfellow Avenue Room 409 Bronx, NY 10459
Superintendent's Email Address: respina@schools.nyc.gov
Phone Number: 718-328-2310 Fax: 718-542-7736

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Christopher Groll
Network Number: 102/113 Network Leader: Alison Sheehan

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Danielle Derrig	*Principal or Designee	
Janira Gonzalez	*UFT Chapter Leader or Designee	
Sharon Rowell	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Gloria Aponte	Member/ Teacher	
Ester Dominguez	Member/ Teacher	
Nelcy Sanchez	Member/ Teacher	
Maria Pons-Vargas	Member/ Parent	
Nayely Whittaker	Member/ Parent	
Emilis Mendoza	Member/ Parent	
Anthonette Plummer	Member/ Parent	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
1.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	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.
6.	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

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Samara Community School is a Spanish-English dual language school for children currently in grades Pre-Kindergarten and Kindergarten and will reach fifth grade at the completion of the school in 2018. Our mission is to develop compassionate, bi-literate and bi-cultural individuals who are able to reach high levels of success in our global community. Through hands-on experiences that require communication and collaboration, children learn how language works all the while gaining knowledge in reading, writing, math, the arts, science and social studies. Our students engage in experiences that spark curiosity and allow for the development of: creativity, problem-solving skills and strong academic skills.

The English and Spanish language arts program utilizes a balanced literacy curriculum. Children learn to read and write in both languages, sing songs, read poetry, just to name a few. Language comes alive through books, storytelling, dramatic role-play, song, and writing.

Children alternate days in English and Spanish. Peer language modeling in both English and Spanish help children learn the second language, foster empathy, friendship and strong collegial bonds. In Kindergarten, a Spanish dominant child might be paired with a dominant English speaker and in Spanish, the English speaker can turn to his or her partner for help. Teachers review vocabulary in both languages and use visual aids and other supports to make language comprehensible. Teachers help children make connections with both languages and find similarities within both language structures.

Parent involvement is at the forefront of our school. We value our parents and what they can bring to the classroom and overall school community. Parents and family members are encouraged and invited to share language with students through literature, song, and other mediums. Open lines of communication are maintained between parents, staff and administration at all times to ensure optimal collaboration. Parents and teachers communicate in correspondence notebooks where teachers highlight important information and parents respond and provide further insight into their children. Parents receive a narrative report twice annually detailing the progress their child is making in all subject areas. In addition, parents go on field trips, swim with families, attend monthly family nights, attend monthly breakfasts with the school leader, attend weekly sing-alongs and other workshops and events.

The curriculum is rooted in the Claremont Village community, which includes many parks and the Bronx River. We believe that children learn best when they are able to relate to the curriculum; drawing upon prior knowledge and making connections through relevant, real world experiences. Children spend a significant amount of time outdoors learning about their natural environment. In Kindergarten, children learn about the weather and have the opportunity to think like scientists as they spend time outdoors observing the change of seasons and what they notice.

We incorporate visual arts, music, dance, and drama into our daily curriculum and design experiences that allow children to explore their own creativity through a variety of media. With the support of community arts organizations, including Bronx Children's Museum, Central Park Zoo, American Museum of Natural History, New York Botanical Gardens, students will have additional opportunities to engage in visual and performing

arts. In learning about the Bronx River, children might paint what they see, make prints, or collect leaves to make collages to enhance the curriculum. Drama and song bring both languages alive and allow children to feel comfortable in the second language.

Our school community embraces four big ideas: be kind, ask questions, work together and never give up. Continually reinforced in the classroom environment, these four concepts play an integral role in developing confident and empathetic children. Teachers role-play these concepts in the classroom to provide examples to young children about what these big ideas look like. Our school community, including teachers and parents, follow these core values in their daily interactions with one another. These core values are inherent in our school community.

The school leader and founder, Danielle Derrig, has an extensive background in second language acquisition and Dual Language programming. She previously founded a Spanish Dual Language program in District 9 with a similar population and was the bilingual coordinator for 7 years. She was a Dual Language teacher in District 6 and has also taught at an international school in the Dominican Republic and founded a not-for-profit organization, Hostos Education Project, to build inclusive dual language schools abroad.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

1.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> • Instruction is customized to the individualized needs of all children. 30% of the school population are English Language Learners. 96% of the school population is entitled to free or reduced lunch. During reading instruction, children are grouped based on their running record levels and letter ID and sounds to support their individual needs. In writing, children work in strategy groups based on assessment of their needs and teacher observations. Math groups are established based on the baseline Common Core aligned performance assessment.-The units of study are designed around the Common Core and utilize cultural institutions and inquiry-based instruction to motivate and intellectually engage children through real-world experiences. For example, children engage in a science unit on trees, which is aligned to the Common Core units of study. Children visit the New York Botanical Garden to adopt a tree and observe how it changes over the season. They notice what animals live in the trees and discuss the different types of maple trees they notice in the park. Children partake in a gardening workshop and fall harvest workshop . In the classroom, children participate in guided inquiry around trees and through discussion, exploration, and connections across subjects, lessons that push children’s critical thinking skills, children grow a deeper understanding of the content area and skills. • Strengths: Experienced teachers in guided reading, dual language, early childhood education and writing workshop, strong collaboration with cultural institutions, technology embedded across curriculum, data-based instruction. Kindergarten has an ICT model where one teacher is licensed in Special Education and works alongside a General Education teacher. • Needs: Many children did not attend a pre-school setting and vary in entry levels, so differentiation is necessary to support all children and their varying abilities. Many children are learning Spanish for the first time and therefore, Spanish instruction is highly scaffolded to support second language acquisition. Baseline writing samples indicate deficiencies in narrative writing, and therefore, a strong emphasis on storytelling, revision and targeting high leverage writing skills are in place to bolster writing development. Co-teaching is new to Kindergarten teachers and, therefore, need support in co-teaching strategies. 	

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, 80% of Kindergarteners will meet the Fountas and Pinell benchmarks for Reading.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
2. Strategies to address the needs of students with			

<p>disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
Teachers will differentiate reading instruction through daily guided reading using the Fountas and Pinell Continuum of Learning based on formative data collection throughout the school year. Students who are at risk will participate in the Leveled Literacy Intervention Program from Fountas and Pinell. By June of 2015, 80% of Kindergartners will increase four reading levels based on their individual entry level.	All children	September 14-June 15	Teachers and Principal
Teachers will work with children in daily writing strategy groups based on baseline data, end of unit assessments and informal observations, using the Teachers College Reading and Writing Project Units of Study to plan instruction. 75% of students will meet the standards for narrative writing by June 2015 as per the Kindergarten rubric for Narrative Writing.	All children	September 14- June 15	Teachers and Principal
Teachers will collect data and meet with Administration and in teacher groups to analyze data during professional development to develop groups, modify curriculum plans, and re-structure RTI plans.	All teachers and Administration	Five times a year	Teachers and Principal
Teachers participate in inter-visitations as professional development to improve in areas of need as determined by teacher and principal	All teachers and administration	Three times a year	Teachers and Principal

Part 4 – Resources Needed

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

Teachers need extra time to plan curricular modifications, to collect and analyze data and design small groups. As a result, teachers will utilize professional development periods on Monday to plan curriculum, analyze data and group students for instruction. Teachers will have coverage for formal data analysis three times a year and will informally assess students as needed throughout the year. Teachers also have common preps for planning and are paid per session for curriculum planning after school.

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

During the last week of January 2015, staff will collect and analyze data to determine whether children have reached the January benchmarks. Teachers will collect and analyze data during the week to determine: growth among children, meeting of benchmarks, and plan next steps.

Part 6b. Complete in February 2015.

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

All students are in the dual language program where more than 75% of students are learning a second language. Children feel safe to take risks in both the English and Spanish classroom. Many children, who began the year not speaking Spanish, are already participating in class and especially during sing-along time. Teachers start the day with a morning meeting and begin the week with a Sing-Along with the entire school community and their families. Teachers work within the child’s zone of proximal development and promote critical thinking through small group instruction and conferring.

- Strengths: Dual Language program promotes critical thinking and supports children in taking risks and feeling safe through peer modeling across both English and Spanish classrooms. Morning meeting sets the stage daily to support children in feeling validated and building school community. Sing-Along Monday creates a positive atmosphere where all children are involved in singing. All children in kindergarten and beyond participate in swimming classes, which supports their social-emotional growth through boosting their confidence as swimmers.
- Needs: As a new school, we are getting to know our students and learning how to support their individual needs.

Part 2 – Annual Goal

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

By June 2015, 60% of Kindergarteners will reach a Level C Reading benchmark in the second language as per Fountas and Pinell.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. 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). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Professional development around second language acquisition best practices, specifically TWIOP model	Teachers	September 2014-June 2015	Administration
Professional development around Morning Meeting, including inter-visitation and coaching provided by school leader and staff	Teachers	September 2014-June	Administration

		2015	
Implementation of Positive Behavior Intervention System	Staff	September 2014-June 2015	Administration
Parent workshops for families of second language learners to support second language acquisition of children provided by teachers and school leader.	Staff	January-June 2015	Administration and PA

Part 4 – Resources Needed

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

Professional development planning time during preps and after school, inter-visitation and coaching schedule. As a result, teachers will utilize professional development periods on Monday to plan curriculum, data analysis, study groups and small group instruction planning alongside the school leader. Teachers will have coverage for data analysis three times a year. Teachers also have common preps for planning and are paid per session for curriculum planning after school to meet in teams and participate in study groups to analyze data and group students for instruction. Teachers will have coverage for data analysis three times a year and will informally assess students as needed throughout the year.

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

During the last week of January 2015, staff will collect and analyze data to determine whether children have reached the January benchmarks. Teachers will collect data during the week and analyze data upon completion, to determine: growth among children and meeting benchmarks.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Strengths: Dual Language teachers meet as a Kindergarten team on a daily basis to plan and streamline instruction to meet the needs of both classes. Teachers plan all units and lessons as a team and modify the units together as a grade team. Teachers participate in professional development and study groups around committee selected topics. Pre-Kindergarten teacher attends Pre-Kindergarten study groups and professional development provided by the network to grow professionally and work as a team with other pre-kindergarten teachers. School leader works with pre-kindergarten teacher to develop curricular units alongside the Instructional Coach from the network.

Needs: *Pre-Kindergarten teacher does not have a partner in Pre-Kindergarten and therefore, must work alone. She plans with teachers in the network and during her professional development under the supervision of the principal*

Part 2 – Annual Goal

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

By June 2015, 75% of teachers will be considered Effective according to the Advance rating system

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
16. 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).			
17. Strategies to increase parent involvement and engagement			
18. Activities that address the Capacity Framework element of Trust			
Professional development and Study group through the network for Pre-Kindergarten teacher	Pre-Kindergarten	Monthly	Administrator
Six-week cycle for each teacher around area of need	All teachers	Six weeks varying throughout the year	Administrator
Daily planning time for modifications of weekly lessons and weekly planning time for curriculum writing	K teachers	Daily and weekly	Administrator

Collect and analyze data to inform instruction after data collection periods, taking into account all sub-groups, including ELLs, children who are not meeting standards and children who are above standards.	K teachers	5 times a year	Administrator
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Extra planning time during the school day and after school, per session from the network for professional development for Pre-K teacher

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
By January 2015, 75% of teachers in Advance will have two observations that are rated effective.				
Part 6b. Complete in February 2015.				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Strengths: Leader with deep experience and knowledge of dual language learning coaches and models lessons, provides support for teachers when needed and participates in all professional development alongside teachers.

Needs: As a new school, staff and leader are establishing norms for professional development and growth.

Part 2 – Annual Goal

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

By June of 2015, all teachers will have completed a six week cycle, including model lessons, individual coaching, study group with discussion of books and articles, and inter-visitations with school leader around an area of need.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. 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). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Six-week cycle for each teacher around area of need as identified by the teacher and administrator	All teachers	Varying points in the year-six week cycle	Administrator
Inter-visitations for each teacher around area of need	All teachers	Varying points in the year-six week cycle	Administrator

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Part 4 – Resources Needed

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

Schedule adjustments for inter-visitations, time for planning. As a result, teachers will utilize professional development periods on Monday to plan curriculum. Teachers will have coverage for data analysis three times a year and inter-visitations. Teachers also have common preps for planning and are paid per session for curriculum planning after school.

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

During the last week of January, 50% of cycles of learning cycles with leader and teacher will have begun.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Strengths: Samara Community School creates a welcoming environment for families through many avenues. Parents are invited on Mondays to sing along with their child and school community. Parents receive a weekly newsletter from the school detailing the events of the following week and highlighting special happenings in the classroom. Parents receive a parent correspondence journal on a weekly basis that provides insight through a picture and a message regarding their child’s progress in the classroom. Parents are invited to attend monthly family nights to showcase student work and build a bond through familiarity with the various subject areas. Parents receive a narrative report detailing the progress of their child twice a year. In Kindergarten, each family comes in for a family interview among their child’s class to learn more about whom they are and where they come from. All parents are invited to read aloud to students or create an activity for the class. School leader visits day care centers in the area to recruit kindergartners and provides kindergarten tours for prospective families. During registration, leader meets with all families individually as a way to get to know each family personally.

Needs: Some of our families have needs that extend beyond our capacity and we seek to find ways to support families by researching the various resources available in the community such as free immunizations, dental screenings, temporary housing support, so that our children are able to function in school.

Part 2 – Annual Goal

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

By June 2015, 75% of our families will give the school a satisfactory rating across all components in the survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. 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). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Provide resources to families who need external support by soliciting the help through Children’s Aid Society, the Parent Association and other community organizations.	Families at risk	As needed	Administration

Provide two workshops (one in English and one in Spanish) for families to experience a lesson in their second language and other workshops and thematic family nights	All K families	January 2015	Administration
Provide feedback in the parent correspondence journal	Teachers	Ongoing	Administration
Provide narrative reports to parents regarding child's progress and strategies to help children at home	Teachers	November 2014, May 2015	Administration

Part 4 – Resources Needed

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

Parent engagement time for teachers to complete weekly parent correspondence journal, schedule adjustments for parents to participate in lessons, provide instructional resources for families, resources from community organizations, etc. Per session for teachers to participate in family nights

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

During February Parent Association meeting, administration will have families complete a mid-year survey to assess satisfaction around survey components.

Part 6b. Complete in February 2015.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Below benchmark Fountas and Pinell levels	Phonemic Awareness, Letters and Sounds, Leveled Literacy Intervention Guided Reading Program	Small group and one-to-one	During the school day
Mathematics	Below benchmark levels in Math Performance data	Counting, one-to-one number correspondence, pattern, geometry	Small group and one-to-one instruction	During the school day
Science	Not meeting standards in Science inquiry	Hands-on and guided inquiry work around tree and animal units	Small group instruction	During the school day
Social Studies	Not meeting standards in Social Studies investigations unit	Hands-on and guided inquiry work around integrated studies	Small group instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Patterns of repeated off-culture behavior as discussed during child study meetings	Individual counseling and social group behavior	Individual and small group instruction	During the school day

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. 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)	x	Targeted Assistance (TA) Schools		Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

In order to ensure staff is highly qualified, teachers participate in-house study groups, action research, leader-teacher learning cycles, and on and off-site professional development workshops/conferences.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Staff, including Principal, participate in in-house professional development workshops and are working on a year-long professional development for dual language development using the TWIOP model.

Part 3: TA Schools Only

3a. Use of Program Resources

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

TA program resources support core curriculum units by providing teachers with instructional materials and planning. Provide the funding for monthly family nights to increase parental involvement in school.

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).

Family nights are held outside of the regular day and minimize removing children from the regular classroom. TA program resources support high quality classroom instruction during the day by providing push-in resources.

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

¹Explanation/Background:

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

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

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

1. 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.
2. 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:

3. **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).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **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.
8. **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:

9. **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.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Samara Community School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. Samara Community 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, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2014-15 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 quality ELL programs. This is a one-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 12	Borough Bronx	School Number 458
School Name Samara Community School		

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

Principal Danielle Derrig	Assistant Principal N/A
Coach N/A	Coach N/A
ESL Teacher Nelcy Sanchez	Guidance Counselor N/A
Teacher/Subject Area Gloria Aponte/ K Eng Teach	Parent Sharon Rowell
Teacher/Subject Area Janira Gonzalez/ K Span Teac	Parent Coordinator Elmer Maldonado
Related Service Provider N/A	Other N/A
Network Leader(Only if working with the LAP team) N/A	Other N/A

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	50	Total number of ELLs	15	ELLs as share of total student population (%)	30.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	15	ELL Students with Disabilities	1
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6+ years)	

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language	15		1							15
ESL										0

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	15	0	1	0	0	0	0	0	0	15
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish	15	35																	15	35
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	15	35	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15	35

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>18</u>	Number of third language speakers: <u>3</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>13</u>	Asian: <u>0</u>
Hispanic/Latino: <u>22</u>	Other: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3													3
Intermediate(I)	6													6
Advanced (A)	6													6
Total	15	0	0	0	0	0	0	0	0	0	0	0	0	15

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
To assess early literacy skills, we use Fountas and Pinnell and we also conduct a school-developed narrative baseline and endline writing sample in both languages. This data is used to differentiate lessons for all learners and create small group lessons during independent work time. It also informs any modification to curriculum plans as necessary.

2. What is revealed by the data patterns across proficiency levels (on the NYSITELL and NYSESLAT) and grades?
We only serve pre-kindergarten and kindergartners this year. Data has revealed that students who attended pre-kindergarten tend to have more early literacy skills than those who did not attend a pre-kindergarten. Our data revealed that we have a large number of intermediate (6) and advanced (6) ELL students. Examining the NYSITELL modalities, the majority of our students need further support with speaking skills.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
Patterns across NYSESLAT support instructional decisions to modify and enrich reading/writing, listening/speaking activities/tasks across content areas and to provide additional support through small group instruction.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. In Kindergarten, patterns indicate that children who scored low on the NYSITELL also scored low on the Spanish LAB-R and children who scored high on the NYSITELL also scored high on the Spanish LAB-R.
 - b. Currently our school does not use ELL periodic assessments. We utilize F&P, conferring data, writing samples and other in-house data to inform instruction. Small group instruction is informed and modified by progress students are making as determined by all assessment data present in meetings.
 - c. From data sources mentioned above, our kindergartners who had a pre-school experience tend to fare well on assessments that measure early literacy skills, problem solving and language. Kindergartners who did not have a pre-school experience struggle typically struggle with both languages and/or have few early literacy skills. Our advanced ELL students have higher levels of literacy than our Beginner and Intermediate students and EP students.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
The school uses the tier one recommendations in the RtI framework to support overall classroom best practices. This includes: using visual representation throughout all lessons both for the whole class and individual students. Teachers explicitly include language objectives in all lessons and utilize dual language strategies, including preview-review, among others. Teachers develop lessons that reach different learning modalities and include various types of lessons, including inquiry, direct instruction and discussions. The school uses tier two intervention for students who are struggling in literacy and math skills, in both English and Spanish, and using language assessments as an informant on how to support the child in acquiring the skills necessary to meet standards. Most of our beginner and intermediate students are currently in tier two interventions four days a week for one period in which they meet with an academic intervention specialist to support language and literacy skill development.
6. How do you make sure that a child's second language development is considered in instructional decisions?
The Kindergarten grade team, both the Spanish and English teachers, meet as a team daily to discuss student progress in both languages and to create an action plan based on data from both languages. At the beginning of the school year, teachers use data, including parent interview and informal language observations during kindergarten orientation to consider language development in placement in the dual language program and peer partnerships.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
 - a. EP students are assessed in Literacy in both languages. Children write a story in both languages and dictate it to their teacher who records what was said. This data, along with literacy data, informs instruction for supporting the second language.
 - b. 2 EP students are advanced in the second language. 33 EP students are beginners in Spanish.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The school monitors progress of all students and individually throughout the year and at the end of the year to determine success of the program and where it needs to be improved.

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the NYSITELL (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. Upon admission into our school HLIS is administered to determine the home language administered by a pedagogue that speaks Spanish either by Nelcy Sanchez, K Spanish Bilingual Teacher or Danielle Derrig, Principal. If the home language is anything other than Spanish, translation services will be sought if parent does not have a family member to translate. HLIS is followed by an informal oral interview in English and/or native language conducted by Ms. Sanchez who speaks the home language to complete HLIS questionnaire. Ms. Derrig, Principal, Spanish speaker and pedagogue, or Nelcy Sanchez, is in charge of administering the interview, initial screening, and student is removed from class to administer NYSITELL within the first 10 days of the students' admission.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Before the child enters the school, the parents are informed about the Dual Language program that is offered at the school by the Principal, Danielle Derrig. After the child is identified as an ELL through the HLIS and NYSITELL screening, the parent is notified in writing about the initial meeting to describe the various program choices and the school. During our initial meeting, conducted by Nelcy Sanchez, Kindergarten Bilingual Spanish Teacher, and Danielle Derrig, Principal, parents view the program choice video from the DELLSS website in their native language when available. Parent Survey and Program Selection forms are completed at the close of each meeting. Any parent who cannot attend or does not attend, is called and a phone or in-person meeting is held to inform the parent about the options available by Nelcy Sanchez, Kindergarten Spanish Bilingual Teacher. The Principal speaks to all parents at morning arrival/d dismissal to personally invite them to the ELL Parent Meeting to understand all program choices, complete the parent survey and program selection. Any parents who do not drop off or pick up their child are called to attend the meeting by Ms. Sanchez or Ms. Derrig. All parents receive and complete the Parent Survey and Program Selection forms at the time of the initial orientation unless they want to discuss it with their family members. In the case they are not able attend, they are sent the form in the child's backpack after the phone meeting with Danielle Derrig or Nelcy Sanchez or complete it during the in-person meeting.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

The Principal speaks to all parents at morning arrival/d dismissal to personally invite them to the ELL Parent Meeting to understand all program choices, complete the parent survey and program selection. Any parents who do not drop off or pick up their child are called to attend the meeting by Ms. Sanchez or Ms. Derrig. All parents receive and complete the Parent Survey and Program Selection forms at the time of the initial orientation unless they want to discuss it with their family members. In the case they are not able attend, they are sent the form in the child's backpack after the phone meeting with Danielle Derrig or Nelcy Sanchez or complete it during the in-person meeting. All parent survey and program selections are documented on the ELPC screen in ATS within 20 days of enrollment. All forms are filed in the students' cumulative folders, with copies of each stored in a special file for English Language support.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

After review of all program selection and parent surveys, all of our students attend a Dual Language program. All parents received placement letters and a copy was stored in the cumulative record of the child. Placement is updated on the ELPC screen in ATS within 20 days. All placement letters are sent in the home language and translation services are available for any families that speak any language other than Spanish, should they have questions. There were no parents that selected a program other than the dual language program, however, if parents choose to place their children in an alternative program, such as TBE or ESL, they are informed that school will consider the creation of these programs based on parent request. In the event that a family desires a program that we do not currently offer, they are made aware that they are permitted to contact borough enrollment to identify schools within the area that provide the chosen program.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Using data from the RLER report from ATS, Ms. Derrig will put together a testing memo of the students that are required to take the

test and time will be allotted for her to test the students in all sections of the test with , our bilingually certified teacher, Ms. Nelcy Sanchez, as the proctor of the test.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **①**
Currently our program is completely aligned with parent requests. All of our parents have requested to have their children placed in a Dual Language Program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. We have a side-by-side Dual Language program where the children alternate one day in Spanish and one day in English.
 - b. The class is heterogenously grouped and travel as a class between the two classes.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 - a. Children receive 300 minutes of native language support over the course of the week and 300 minutes of ELA over the course of the week. Children receive 150 minutes every other day of native language support and 150 minutes a day of ELA every other day throughout the week. All children are in the dual language program and therefore, support all proficiency levels. ESL instruction is embedded in ELA through the use of TWIOP methods.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
Children receive content area in the language of the day, either Spanish or English in the Dual Language program, which is the

only program offered currently. Teachers use Fountas and Pinnell reading program for reading, the Teachers College Reading and Writing Project curriculum for writing, TERC Investigations for Math, FOSS in Science and school-created curriculum for Social Studies. Teachers use the SIOP model in all lessons to make sure that the second language is comprehensible for all learners.

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

ELL students are evaluated in both languages through the F&P assessments in English and Spanish along with a narrative writing assessment in both languages. The native language is used to determine proficiency while the second language is monitored throughout the year during data meetings with both the English and Spanish teachers. Teachers meet to examine and evaluate student work at the end of each writing unit and evaluate conferring notes from literacy.

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

Teachers utilize the Fountas and Pinnell running record to determine reading levels. This assessment tool evaluates, fluency, sight word knowledge, letters and sounds, concepts of print, comprehension and decoding. In writing, a baseline, midline and endline writing assessment is used to determine writing growth and a narrative rubric is used to score the assessment to determine writing levels. Formative assessments in writing are used throughout the year, including published monthly writing pieces with a rubric similar to the writing assessments. Teachers also conduct an informal listening/speaking exercise with students at the beginning and end of the year to determine growth in listening and speaking in both languages and utilize formative assessments throughout the year that are documented in Evernote to show growth across all modalities.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. N/A

b. Newcomer ELL students in the Dual Language program, the only program in the school currently, receive instruction in the second language which is explicitly connected to their native language. They receive specific supports to learn the basics of the second language through small group instruction, depending on what they individually need as per diagnostic assessments. Children also use Raz-Kids, which provides instruction on their level as a way to build vocabulary and early reading skills in the second language.

c. N/A

d. N/A

e. Former ELLs will receive small group instruction as necessary to reinforce any skills that are still in need of improvement.

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

The school uses visual representation throughout all lessons both for the whole class and individual students. Teachers explicitly include language objectives in all lessons and utilize dual language strategies, including preview-review, among others. Teachers develop lessons that reach different learning modalities and include various types of lessons, including inquiry, direct instruction and discussions. The school uses tier two intervention for students who are struggling in literacy and math skills, in both English and Spanish, and using language assessments as an informant on how to support the child in acquiring the skills necessary to meet standards. Most of our beginner and intermediate students are currently in tier two interventions four days a week for one period in which they meet with an academic intervention specialist to support language and literacy skill development. This tier-two intervention supports accelerated language acquisition due to teacher-student ratio of 1 to 3 or 4 students using Leveled Literacy Instruction Program, which is research-based and has supports for second language development. Students also use morestarfall.com during reading instruction when they are not working in intervention groups and at home work with raz kids to support language acceleration through vocabulary building, reading and speaking.

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

One of the two Kindergarten classes is considered an ICT classroom and the second Special Education teacher supports the children through small group instruction based on students' individual needs. Children are placed in the ICT class based on their IEP recommendations.

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

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

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

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

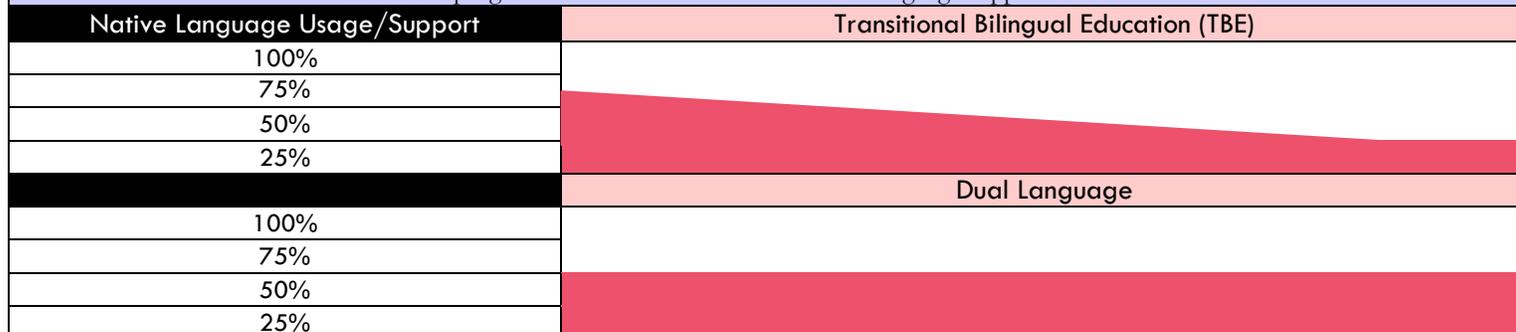
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- ELL students who are in need of targeted intervention as per F&P levels, the math performance assessment, writing baseline, speaking/listening assessment and other assessments/notes/observations, are first discussed during grade meetings and a plan of action is created to support those students in small group instruction in the subject area. Teachers discuss what will be done during the small group instruction intervention time and then reassess the students after six weeks to determine growth. If sufficient progress is not seen, a new plan of action is created for said students.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Research indicates the success of Dual Language programs for ELL students, however, this is our first year and we are monitoring its effectiveness. As we proceed, we will continue to make modifications to the program so that it is successful for all students.
11. What new programs or improvements will be considered for the upcoming school year?
- None at this time.
12. What programs/services for ELLs will be discontinued and why?
- None at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All children in the school receive the same programming, including swimming, and cultural institution connections through field trip studies. Special programming, includes the after-school program and is provided by the Children's Aid Society where they are able to receive homework help and extracurricular activities. Currently, 8 of 15 ELLs participate in the after-school programming. Special emphasis is provided to encourage ELL parents to include children in the after school program.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Teachers use the Fountas and Pinnell reading program for English and Spanish literacy, the TCRWP units of study for writing, the Kindergarten Literature Program in English and Spanish for emergent story telling and language acquisition, Foundations and Estrellita for Phonics in both languages and Investigations for Math in both languages. FOSS is used for Science in both English and Spanish.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Children receive native language support in Dual Language through Estrellita, Fountas and Pinnell, writing in Spanish through the TCRWP units of study, Cancionero and Investigations in Spanish.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All required services support are developed based on ELLs ages and grade levels. In the early grades, many of the resources revolve around singing to provide children with an easy way to access the second language and feel successful. Our art program, smart boards and computer technology, partnerships with cultural institutions such as the Botanical Gardens and the Bronx Zoo, Cancionero and Estrellita also enhance the dual language program to provide language-rich experiences.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Students meet the teachers and pair with students in the class that will help make the transition smoother. All pairs are created by language ability to support them in both languages and getting settled with the routines.
18. What language electives are offered to ELLs?
- None
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
- a. 50% Spanish and 50% English
- b. EPs and ELLs are integrated 100% of the day. All content areas are taught in the language of the day.
- c. Language is separated by the day and teacher. For example, if the class was in the English class, then the elective courses are taught in the language of the day for that class.

- d. Side-by-side
- e. Simultaneous literacy approach

C. Professional Development and Support for School Staff

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

1. At the beginning of the year, all personnel received training in the TWIOP model to support second language acquisition across content areas during an all-day professional development. We revisit this model during 5 Professional Development sessions throughout the year, on the June 4th clerical day, and during individual observation conferences. Each teacher takes part in a six-week cycle that integrates TWIOP and common core-aligned content areas. Each teacher cycle takes place at various times throughout the year.

2. Our school-wide focus this year is on TWIOP and all of the components to better our overall instruction. This was offered at the beginning of the school year and during 5 planned Monday professional development sessions. All PD sessions around TWIOP are also aligned to the common core and integrated within the common core-aligned content area.

3. N/A

4. Teachers completed an ELL training on TWIOP during the summer and also completed another training on Dual Language best practices. They will revisit the TWIOP model for more ELL training during the June PD session to plan for the following year and reflect on the process from the current year. All professional development is documented through agendas, sign-in sheets, any deliverables that were created, any materials provided and all of this is kept in a professional development binder in the main office.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. We provide a two-hour weekly English class for parents in partnership with the Children's Aid Society. We also translate all meetings and correspondence in both languages. All activities are done in both languages. We hold monthly family nights that are conducted in both languages. We encourage parents to come read aloud to students in both languages and complete a family investigation in which the students interview the families in the native language. Parents also will be able to participate in a teacher-led lesson in their second language to understand how the dual language program supports children in the second language during instruction. Translation services are provided for parents other than Spanish or English speakers, as needed.
 2. We have partnered with the Children's Aid Society for parent workshops and English classes.
 3. Parents receive a survey at the beginning of the year developed in collaboration with the Parent Association to assess parent needs.
 4. Our parent involvement activities encompass the needs (parents wanted English classes, activities in both languages, and support in understanding the Dual Language and this is what we have provided to parents). All activities are conducted in English and Spanish. Many parents wanted to know how to support their child in learning to read and therefore, we conducted a home literacy class for parents and will be conducting another one in early January in both languages. Parents also wanted to support children at home, and therefore, the school purchased Raz-Kids so that parents can help children read at home and use technology at the same time. Translation services are provided as needed.

E. Additional Information

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

Part VI: LAP Assurances

School Name: Samara Community School

School DBN: 12X458

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Danielle Derrig	Principal		11/7/14
	Assistant Principal		
Elmer Maldonado	Parent Coordinator		11/7/14
Nelcy Sanchez	ESL Teacher		11/7/14
Sharon Rowell	Parent		11/7/14
Janira Gonzalez	Teacher/Subject Area		11/7/14
Gloria Aponte	Teacher/Subject Area		11/7/14
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other _____		