

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**12X458**

**School Name:**

**SAMARA COMMUNITY SCHOOL**

**Principal:**

**DANIELLE DERRIG**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Samara Community School School Number (DBN): 12X458  
Grades Served: PK-1  
School Address: 1550 Vyse Avenue  
Phone Number: 718-860-5332 Fax: 718-860-5333  
School Contact Person: Elmer Maldonado Email Address: Emaldonado16@schools.nyc.gov  
Principal: Danielle Derrig  
UFT Chapter Leader: Janira Gonzalez  
Parents' Association President: Sharon Rowell  
SLT Chairperson: Maria Vargas  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Emilis Mendoza  
Student Representative(s):

**District Information**

District: 12 Superintendent: Rafaela Espinal Pacheco  
Superintendent's Office Address: 1970 West Farms Road Bronx, NY 10459  
Superintendent's Email Address: respina@schools.nyc.gov  
Phone Number: 718-328-2310 Fax: 718-542-7736

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
1230 Zerega Avenue, Bronx, NY 10462/One Fordham Plaza, Bronx,  
Director's Office Address: NY 10458  
Director's Email Address: ruiz2@schools.nyc.gov  
Phone Number: 718-828-7776/(718) 741-8895 Fax: (718) 828-6280

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

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

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

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

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

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

### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Samara Community School is a Spanish-English dual language school for children currently in grades Pre-Kindergarten through first grade 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 K indergarten, 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.

Our school is a Responsive Classroom school, where we embrace supporting children's social-emotional needs to support their academic success as well. Our teachers support each child individually and believe that all children want to learn, yet, at times, there are lagging skills, in which the case study team must identify and support in order for that child to be successful.

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 medi a . 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 maple tree, for example in kindergarten, 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.

Samara Community School worked in all areas of the Framework for Great Schools, as a first year school, however, there was a special emphasis on rigorous instruction. This year, we will continue to build on the work that was done and strengthen the work by also building a supportive classroom environment that meets all students' needs with our implementation of Responsive Classroom.

## 12X458 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	68	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	60.0%	% Attendance Rate		N/A
% Free Lunch	N/A	% Reduced Lunch		N/A
% Limited English Proficient	N/A	% Students with Disabilities		N/A
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		N/A
% Hispanic or Latino	N/A	% Asian or Native Hawaiian/Pacific Islander		N/A
% White	N/A	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.34	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		N/A
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

### Part 1 – Needs Assessment

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

Independent reading levels, assessed through Running Records, were tracked throughout the 2014-2015 school year. In June of 2015, the following results in student performance data were recorded for our Kindergarten class:

- 68% of **non-ELL** Kindergarten students were reading on grade level;
- 63% of **ELL** Kindergarten students were reading on grade level;
- 66% of **ALL** Kindergarten students were reading on grade level.

During the 2014-2015 school-year, we have engaged in a year-long study of balanced literacy to improve reading practice. After a year of refining our practice to include greater supports for language scaffolding, training of all teachers in best practices for language instruction, we believe our literacy instructional practices are more aligned to support the needs of all of our learners, especially our ELLs and SWDs.

Based on a comparison of preliminary data collected at the January 2015 benchmark, our students were on track to reaching final May benchmarks. In January 2015, 40% of all Kindergarten students were reading on grade-level or above. In March 2015, 54% of all Kindergarten students are reading on grade-level or above. In May, 63% of our Kindergarten students are reading on grade-level or above.

Our goal for this past year was for 80% of students to meet benchmark data for the year. As a result, we have started the implementation of a guided reading institute, guided reading book rooms in English and Spanish and independent book baggie system for independent reading at home to be in place for the upcoming school year.

### Part 2 – Annual Goal

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

In the 2015-2016 school year, all students will experience guided reading instruction that is individualized to their needs and results in grade-level reading proficiency or above.

By June of 2016, 68% will be reading at or above grade-level standards, as measured by Fountas and Pinnell running records and Teacher’s College primary reading benchmarks.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Teachers and school leaders will engage in a year-long guided reading study to strengthen guided reading practice in small groups. Teachers will create a standard guided reading structure, plan for guided reading groups and create the structure for the school going forward.	All teachers	August 2015- June 2016	Danielle Derrig, Principal
Staff will implement a Leveled Book System for reading at home to ensure students have a variety of books and are reading for at least 20 minutes nightly in leveled books.	All teachers	August 2015- June 2016	Danielle Derrig, Principal
Implementation of structured RTI program to focus on 1 st grade readers using the Leveled Literacy Intervention program. Implementation of intervention program in Kindergarten to target primary reading measures.	First grade teachers and administration	September 2015-June 2016	First grade teachers, Danielle Derrig, Principal
The school will support parents in learning how to support their child at home to boost literacy through mandatory Parent literacy workshops and the Raz-Kids program.	Parents	Ongoing	Danielle Derrig, Principal, Elmer Maldonado, Parent Coordinator

### Part 4 – Budget and Resource Alignment

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Personnel:  - ICT Teacher and co-teachers  Schedule Adjustments:  - Small group instructional time built in to the daily instructional schedule for all K and 1 students  - Release time for teachers to work with staff developers and/or instructional coaches to further their work in developing instructional best practices

- Release time across the year for coverages for teacher to inter-visit, collaborate, and plan for individualized instruction to support the needs of students

Instructional Resources:

- Leveled Literacy Intervention program

- Purchasing books to build more robust classroom libraries to have more leveled texts to match to students' independent reading levels (Level A-I text sets for guided and independent reading).

- Materials to support greater visual instructional support, such as document cameras, computers, iPads, and accessories for interactive white boards and other basic supplies.

**Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

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

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

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

**Part 1 – Needs Assessment**

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

During our Quality Review 2014-2015, we received a proficient score in the area of Assessment (QR Indicator 2.2) due to the limited presence of feedback to students. While students were able to verbalize next steps, there were limited systems in place to support students regularly reflecting on their work in all subject areas, naming their goal and/or next step for their work. Furthermore, rubrics and checklists were evident in writing, but not for other subject areas. Next steps were not evident on work samples and work samples were lacking self-reflection by students. One of the recommendations from the Quality Review was to create developmentally-appropriate feedback for students with next steps across subject areas.

**Part 2 – Annual Goal**

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

By June 2016, students will be able to articulate the steps they need to take in order to meet grade level standards and beyond in reading, writing, and/or mathematics. Following a conference with a teacher in which they have received feedback, students will be able to reflect on their work, name a particular strength, and name a goal or next step for their work.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Teacher teams will develop opportunities for students to self-reflect on work products across subject areas. They will engage</p>	<p>All teachers, Administrator</p>	<p>All year</p>	<p>Danielle Derrig, Administrator</p>

in inquiry work through book studies and inter-visitations to improve their professional practice.			
Teachers will work together to create checklists and feedback systems are provide developmentally-appropriate feedback. They will create a prototype and tweak it throughout the year to find the best product that allows students to understand clearly and in a developmentally-appropriate way what their next steps are.	All teachers, Administrator	All year	Danielle Derrig, Administrator
The administrator will provide feedback through observations to improve teacher practice and streamline across grades.	All teachers, Administrator	All year	Danielle Derrig, Administrator

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
-Per session for teachers to work in teacher teams for planning											
-Professional books for teacher teams											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<u>At the end of January 2015, administration will meet with all teachers during common planning to assess feedback to students through a work sample share. At that time, any adjustments will be made.</u>
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### **Part 1 – Needs Assessment**

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

Throughout this past year, we began our work to develop our discussion and questioning techniques as a school. During the Quality Review, we received a proficient score in QR Indicator 1.2 for the lack of sufficient evidence regarding our discussion and questioning techniques. Similarly, during a math professional development visit, our math staff developer noticed that a thought-provoking question to later guide discussion at the end of the lesson would student thinking and therefore student achievement. Teachers have extensive knowledge in Depths of Knowledge and strategies to promote student discussion; however, the school’s next step is to gather and analyze all of the shared knowledge on discussion and questioning techniques and form a plan to support the practice in the classroom.

### **Part 2 – Annual Goal**

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

In the 2015-2016 school-year, all teachers will participate in inquiry work to improve practice in discussion and questioning techniques through professional development that includes grade-level and vertical team work, staff development through consultants, and incorporation of feedback from observation cycles. By June 2016, 80% of all teachers will be considered effective in “Questioning and Discussion Techniques” as per the Danielson framework in Advance.

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Book study and teacher year-long study on making thinking visible by reading the book, <i>Making Thinking Visible</i> , and trying out various strategies in teacher teams.	All teachers and school leader	All year starting in August 2015	Danielle Derrig, School Leader
Professional development with the math staff developer around making thinking deeper in the math classroom through essential questions.	All teachers, Kate Abell, and school leader	All year starting in August 2015	Danielle Derrig, School Leader
Observation cycles by the school leader with the lens of questioning and discussion techniques.	All teachers and school leader	All year starting in October 2015	Danielle Derrig, School Leader
Inter-visitations on teacher teams with school leader around questioning and discussion techniques.	All teachers and school leader	February-June 2016	Danielle Derrig, School Leader

#### Part 4 – Budget and Resource Alignment

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
-per session for professional development  -books for book study  -per diem for teachers for inter-visitation											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

#### Part 5 – Progress Monitoring

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<u>At the end of January 2016, 100% of teachers will have received an “Effective” rating in Component 3d: Questioning and Discussion Techniques.</u>

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

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

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

**Part 1 – Needs Assessment**

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

Currently, we have a case study team that evaluates individual students to determine individual behavior plans on a case basis to support social and emotional needs. We currently use the lagging skills approach by Ross Greene to determine how to best support each student. What is lacking is a streamlined approach to social and emotional needs that sets the tone for the entire school. As a result, Samara Community School will become a Responsive Classroom school.

**Part 2 – Annual Goal**

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

By June 2016, 100% of teachers will have reported increased success in incorporating social and emotional responsive practice into their classrooms through Responsive Classroom training and implementation as per the teacher end-of-the-year survey.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Participate in a week-long training in Responsive Classroom</p>	<p>1 teacher per grade and paraprofessionals</p>	<p>August 2015</p>	<p>Danielle Derrig, Principal</p>

Turn-key the training to colleagues during the week-long professional development session, PD Mondays, when preparing for the next year in each classroom and during common planning sessions.	Teachers	Teachers	Danielle Derrig, Principal
Feedback from observation cycles with a specific lens of supporting social and emotional needs in the classroom.	Teachers	Teachers	Danielle Derrig, Principal
Inter-visitations among teachers to support best practices regarding social-emotional needs	Teachers	Teachers	Danielle Derrig, Principal

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
-Per session for teacher professional development -Per diem for inter-visitations -Funds for training											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<u>In January 2016, teachers and paraprofessionals will take a survey to evaluate how they feel about their social-emotional practice within their classroom and what further support s do they need</u>
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

**Part 1 – Needs Assessment**

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

During the 2014-2015, the school started with one family engagement night each month in different subject areas. On average 35% of all families attend the family nights. In an effort to increase family engagement, the school began family nights every other month, which gave more time to prepare, advertise and commit families to attending. For families that attended, they came away with math games, ways to engage their child in literacy at home, and many other strategies that are valuable to their child’s academic success. Most families that attended one event had so much fun and would continue to attend other events. As a result, it is our goal to increase family engagement and support families engage with their own families in a positive fashion.

**Part 2 – Annual Goal**

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

By June 2016, 85% of parents will increase their parent report card grade by one level from November to June.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>At the beginning of the year, the expectation will be set for parents during Parent Orientation. A school calendar will be given with all future dates for families to schedule future dates</p>	<p>All parents</p>	<p>August 2015</p>	<p>Danielle Derrig, Principal; Sharon Rowell, PA President; Elmer</p>

and during the orientation a brief presentation will be provided with pictures from past family engagement nights so parents understand what to expect and therefore anticipate the family engagement evenings.			Maldonado, Parent Coordinator
Parent Committees will be formed to plan family engagement evenings and personally engage other parents in sub-committees and functions for the school year.	All parents	Monthly meeting during 2015-2016	Danielle Derrig, Principal; Sharon Rowell, PA President; Elmer Maldonado, Parent Coordinator
This year the school will implement parent report cards to motivate parents to be an active contributor of their child's education. Parents will be graded in four areas: communication, attendance and punctuality, uniforms, active participation.	All parents	November March, June	Danielle Derrig, Principal; Sharon Rowell, PA President; Elmer Maldonado, Parent Coordinator
Parents will participate in a passport system throughout the school year to document attendance. Parents will receive a stamp each and every time they attend an event or other school function (during or after school).	All parents	All family engagement events 2015-2016	Danielle Derrig, Principal; Sharon Rowell, PA President; Elmer Maldonado, Parent Coordinator

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
-Per session for teachers to participate in family engagement evenings outside of UFT contract											
-Funds for resources, including supplies and food for family engagement evenings											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
At the end of January 2016, the school will analyze family attendance for all events thus far and make any adjustments to increase attendance and improve report card grades for parents.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	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
<b>Mathematics</b>	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
<b>Science</b>	Not meeting standards in Science inquiry	Hands-on and guided inquiry work around tree and animal units	Small group instruction	During the school day
<b>Social Studies</b>	Not meeting standards in Social Studies investigations unit	Hands-on and guided inquiry work around integrated studies	Small group instruction	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	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:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

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

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

#### 3b. TA Coordination with the Regular Program

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

**Part 4: SWP Schools Only**

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

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

During the last week of August, we hold a Kindergarten orientation to support parents and students in the transition from preschool to kindergarten. Students spend an hour with their new teacher while the parents participate in an orientation to learn more about the expectations of the school and how to support the kindergarten transition.

**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.

All school-wide decisions are made as a collective during our teacher common planning professional development sessions. Teachers are actively involved in the brainstorming process with the school leader and together make decisions regarding assessment, instruction and professional development.

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	89720.00	X	
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	747,793.00	X	

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

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

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

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

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

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

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**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **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. **[School name]** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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)**

**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 on assessments.

#### **I. School Responsibilities:**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;

- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

**2015-16 AND 2016-17 SCHOOL YEAR**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>12</b>	Borough <b>Bronx</b>	School Number <b>458</b>
School Name <b>Samara Community School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Danielle Derrig</b>	Assistant Principal <b>Zoraida Hernandez</b>
Coach <b>n/a</b>	Coach <b>n/a</b>
ENL (English as a New Language)/Bilingual Teacher <b>Nelcy Sanchez</b>	School Counselor <b>n/a</b>
Teacher/Subject Area <b>Janira Gonzalez/ DL 1st Eng.</b>	Parent <b>Sharon Rowell</b>
Teacher/Subject Area <b>Monica Melendez/ SE 1st Bil</b>	Parent Coordinator <b>Elmer Maldonado</b>
Related-Service Provider <b>Renee Smith</b>	Borough Field Support Center Staff Member <b>n/a</b>
Superintendent <b>Rafaela Espinal</b>	Other (Name and Title) <b>n/a</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	95	Total number of ELLs	26	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	26	<b>Newcomers</b> (ELLs receiving service 0-3 years)	22	<b>ELL Students with Disabilities</b>	4
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	0	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0							0
<b>DL</b>	26	0	4							0
<b>ENL</b>	0	0	0							0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE Spanish	13	13	12	7															0	0
SELECT ONE Mandigo			1																0	0
SELECT ONE Fulani		1																	0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): <u>40</u>	Number of students who speak three or more languages: <u>1</u>

### Freestanding English as a New Language

#### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	13	12												0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Mandigo		1												0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
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. We are in the process of examining our students entering kindergarten this year.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
We serve kindergarten and first grade students 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 expanding (9) ELL students in comparison with emerging (1) entering (2) and transitioning (2) ELL students who with the exception of one student is new. Examining the NYSITELL modalities, the majority of our students need further support with speaking skills.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Our kindergarten students took the NYSESLAT for the first time this year and therefore, do not have any comparison from one year to the other in terms of NYSESLAT scores.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?
    - Patterns indicate that our first grade 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. Furthermore, we received two students who arrived towards the end of the year from the Dominican Republic who are considered entering on the NYSESLAT. With the exception of one of our students who is currently receiving special education services and a new student to our school who are both considered transitioning as per the NYSESLAT. 9 students are considered expanding including 3 students who were considered beginning at the start of the year per the

## NYSITELL.

- 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). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *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 entering and emerging 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 student's new 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:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?
- 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. EP students have not taken state assessments as they are in Kindergarten and first grade. In Fountas and Pinnell reading levels, 60% are reading on level in English and 90% are reading below level in the second language (Spanish).
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
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.

## Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
  - Upon admission into our school HLIS is administered to determine the home language administered by a pedagogue that speaks Spanish either by Zoraida Hernandez, AP 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 Zoraida Hernandez, Spanish speaker and pedagogue, 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. Upon the NYSITELL determination as to whether the student is considered an ELL, the Spanish LAB is administered immediately the following day by Ms. Hernandez.
- Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Our students are in their first year of schooling and therefore, are not considered SIFE.
- Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members

(refer to ELL Policy and Reference Guide, ELL Identification section).

If a student enters the school with an IEP and a home language other than English, the LPT, consisting of Danielle Derrig, Principal, Zoraida Hernandez, AP and Monica Melendez, Special Education Teacher convene to review evidence of language development of the student. If the LPT recommends the student take the NYSITELL, then the NYSITELL is administered. If the LPT determines the student not take the NYSITELL, the principal sends the decision to the superintendent for review and the parent is notified within three days of the decision.

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

After each student is tested, a standard parent notification letter in the parent's preferred language is sent to the parent during dismissal or arrival to ensure the parent receives the letter provided by the Principal or AP who are both at arrival and dismissal.

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

Upon receipt of the letter of entitlement or non-entitlement of services, the AP or Principal asks the parent in the parent's preferred language, if he or she is in approval of the status of their child and also informs the parent that he or she has the right to appeal the status of this child within 45 days. The parent signs another letter stating that the AP or Principal has given them the notification letter in the parent's preferred language and has also notified them of the right to appeal.

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

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 within the first ten days of 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 DELLS website in their native language when available within five days of ELL determination. 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/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. Any parent who does not return the form indicating program choice is defaulted to the Dual Language Program. Program determination occurs within the first twenty days of enrollment.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

The Principal speaks to all parents at morning arrival/dismissal to personally invite them to the ELL Parent Meeting to understand all program choices, complete the parent survey and program selection in the parent's preferred language. 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 in the parent's preferred language, 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.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The AP maintains a checklist of all parents who have completed the survey and program selection form and those that did not attend the meeting to ensure that they have a phone meeting or in-person meeting in the parent's preferred language. Parents are asked to return all forms the following day and if they do not, they are contacted to ensure that they are completed.

9. Describe how your school ensures that placement parent notification letters are distributed. All placement letters are provided to the students during arrival or dismissal to ensure an adult receives the letter in the parent's preferred language. Each parent initials next to their name that they received the letter.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All letters before being distributed are photocopied and stored in separate folders for the program survey, program selection and entitlement letter for each child. ELL documentation is maintained by Assistant Principal, Zoraida Hernandez and all teachers have access to their students' records per request of the teacher.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
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 for the Reading, Listening and Writing portion of the test. The Speaking portion will be conducted by Zoraida Hernandez during the Speaking window of time allotted as per the NYSESLAT. Any absent students are administered the NYSESLAT during a make-up date and parents are called to ensure that students are present for this time.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
By September 15, all parents receive continued entitlement letters based on the NYSESLAT scores in the preferred language.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.  
NA
  - b. TBE program. *If applicable.*  
NA
  - c. DL program. *If applicable.*  
We have a side-by-side Dual Language program where the children alternate one day in Spanish and one day in English. The class is heterogenously grouped and travel as a class between the two classes in English and Spanish.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
a. Children receive 300 minutes of home 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. ENL instruction is embedded in ELA through the use of TWIOP methods.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.  
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 home languages throughout the year?  
LL 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 home 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 each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status
  - 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. Newcomer ELLs receive time and a half on all exams.
  - c. N/A
  - d. N/A
  - e. Former ELLs will receive 90 minutes a week of English as a new language as well as small group instruction as necessary to reinforce any skills that are still in need of improvement. Former ELLs receive time and a half on all exams.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

After six months, students who are re-identified as ELLs or non-ELLs are monitored by the teacher, principal and AP to determine progress per F&P reading data, writing samples, math data, performance assessments, classroom observations and work samples. If insufficient progress has been made, more support services are provided during the next six months. At 12 months, the student is monitored again to determine progress and at that time, either more support services are provided or the move to re-identify is sent to the superintendent.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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.

Chart

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

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

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

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



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

Chart

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

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

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

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

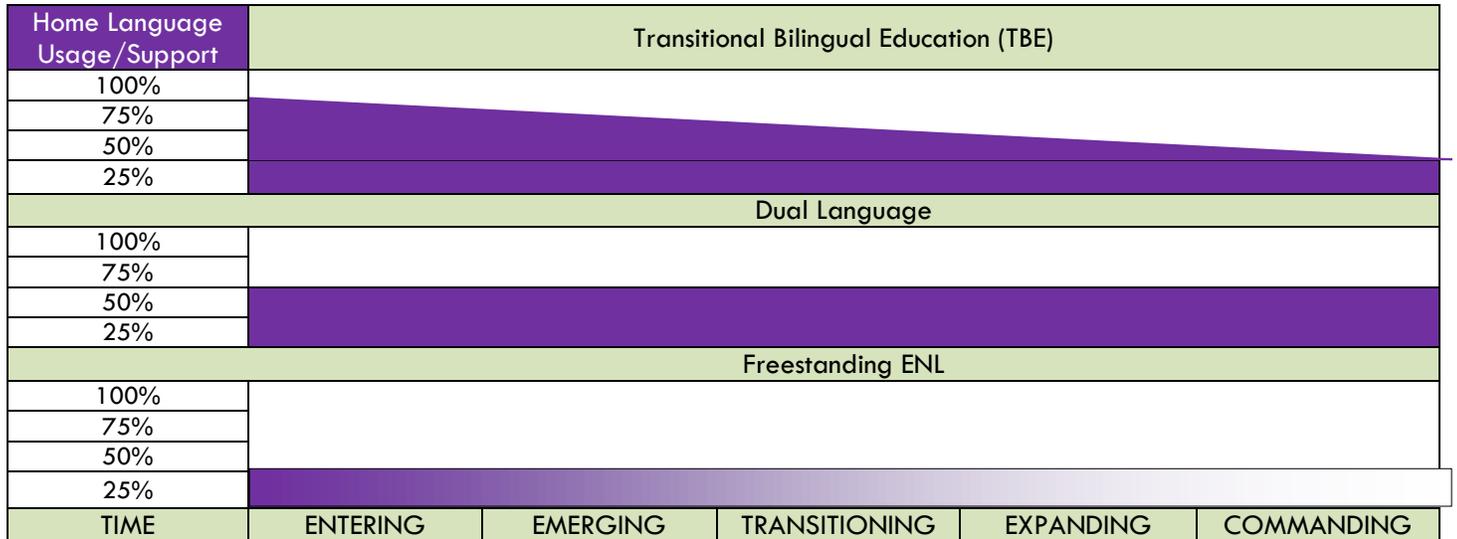


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. 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.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
In reading, based on a comparison of preliminary data collected at the January 2015 benchmark, our students were on track to reaching final May benchmarks. In January 2015, 40% of all Kindergarten students were reading on grade-level or above. In March 2015, 54% of all Kindergarten students are reading on grade-level or above. In May, 63% of our Kindergarten students are reading on grade-level or above. 79% of our ELL students were reading on level and therefore, outperformed the general population.
12. What new programs or improvements will be considered for the upcoming school year?  
We are working to streamline our phonics approach between English and Spanish to ensure effectiveness. We are also working on improving our guided reading instruction to support more critical thinking.
13. What programs/services for ELLs will be discontinued and why?  
None at this time.
14. 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, 10 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.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
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. All teachers have a smartboard in their classroom to augment classroom instruction.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Children receive home language support in Dual Language through Estrellita, Fountas and Pinnell, writing in Spanish through the TCRWP units of study, Cancionero and Investigations in Spanish.
17. Explain how the school ensures all required services/resources support and 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.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
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.
19. What language electives are offered to ELLs?  
None
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?
  - 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

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Last year teachers participated in sessions around TWIOP. This year, as we plan for math instruction and guided reading, ELL strategies have been embedded as we think as a team to support dual language. 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. All personnel, including office staff, are trained on CR Part 154 at the beginning of the year.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Our school wide focus this year is on collaborative oral conversations across languages. We are working with other Learning Partners schools with dual language programs to provide professional development through study groups, book clubs, mini institutes and inter-visitations.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Samara Community School currently offers instruction for students in grades PK-1.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Teachers completed an ELL training on TWIOP during the summer and also completed another training on Dual Language best practices. Throughout the year during Common Planning and Monday PD periods, teachers will revisit the collaborative conversation model throughout the year and on June 4<sup>th</sup> 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.

### C. Parental Involvement

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

The school provides a meeting time for each individual family to discuss the dual language program, the goals of the school and the goals of the parents in order to ensure we work collaboratively. Parents are also invited to be interviewed by the students during a cultural family study in kindergarten. All meetings are translated in English and Spanish for parents.

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

This year, all meetings with ELL parents are kept in an individual tab for each student.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
  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.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We partner with the Children's Aid Society to provide English classes for parents as well as GED classes and citizenship classes. Citizenship classes are available in Spanish as well as English.
5. How do you evaluate the needs of the parents?

Parents receive a survey at the beginning of the year in the parents' preferred language developed in collaboration with the Parent Association to assess parent needs. The parent coordinator works with administration to support parents' needs.

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

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.

### D. Additional Information

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

n/a

## Part VI: LAP Assurances

School Name: <u>Samara Community School</u>		School DBN: <u>12X458</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Danielle Derrig	Principal		9/11/15
Zoraida Hernandez	Assistant Principal		9/11/15
Elmer Maldonado	Parent Coordinator		9/11/15
Nelcy Sanchez	ENL/Bilingual Teacher		9/11/15
Sharon Rowell	Parent		9/11/15
Monica Melendez/Sped 1 DL	Teacher/Subject Area		9/11/15
Janira Gonzalez/DL English	Teacher/Subject Area		9/11/15
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
Rafaela Espinal	Superintendent		9/11/15
	Borough Field Support Center Staff Member		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01



**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 12X458**      **School Name: Samara Community School**  
**Superintendent: Rafaela Espinal**

**Before you begin, please check the following:**

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

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

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

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

---

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

During enrollment, the AP or Principal interviews the parent to determine home language of the student and also to determine the best language to communicate with the parent, noting it on the Home Language Questionnaire.

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

Spanish  
Fulani  
Mandigo

**Part B: Creating a Communications Calendar**

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

parent handbook  
school calendar  
school memos  
general orientation information  
school weekly newsletter

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

Parent Teacher conference  
monthly family nights  
parent association meetings

### **Part C: Providing Language Assistance Services**

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

All documents that are sent to parents are in both English and Spanish. All meetings are held in English and Spanish. Our two Mandigo speakers also speak some English and therefore, have mentioned that they are okay reading English and attending meetings.

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

All interpretation services are provided in-house.

### **Part D: Training Staff on Policies and Procedures**

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

All teachers are bilingual and therefore provide their own translation services. However, at the beginning of the year meeting, all teachers are provided information on how to receive translation services, should the need arise.

### **Part E: Providing Notice of Language Assistance Services**

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

#### Checklist of Notification Requirements

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

### **Part F: Monitoring and Quality Control**

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

In conjunction with the Parent Association, the school sends out a beginning and end of the year survey to gather feedback on the quality of language services, among other traits.