



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: 10X344

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):

PRINCIPAL: CHRISTINE MCCOURT MILTON

EMAIL: CMCCOURT@SCHOOLS.NYC.GOV

SUPERINTENDENT: MELODIE MASHEL

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Name	Position and Constituent Group Represented	Signature
Christine McCourt Milton	*Principal or Designee	
Zoe Kleinmann	*UFT Chapter Leader or Designee	
Alicia Conte	*PA/PTA President or Designated Co-President	
Doris Spencer	CBO Representative, if applicable	
Aldina Kennedy	Member/ Parent	
Urvashi Rangan	Member/ Parent	
Sandra Seo	Member/ Parent	
Maria Liranzo	Member/ Parent	
Michele Disco	Member/ Parent	
Dean Parker	Member/ Parent	
Kelly Lennon	Member/ Teacher	
Denise Olivet	Member/ Teacher	
Priya Chandrashaker	Member/ Teacher	
Megan Collins	Member/ Teacher	
Bernadette Wilson	Member/ Teacher	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

Major Recommendation

2011-2102 Environment Survey – Academic Expectations 7.4 out of 10 for teachers:

- On AmPark’s 2011-2012 Environment survey, 55% of teachers who responded disagreed that school leaders visit classrooms to observe the quality of teaching.
- On AmPark’s 2011-2012 Environment survey, 55% of teachers who responded disagreed that school leaders give regular and helpful feedback about their teaching.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- | | |
|---|--|
| <input type="checkbox"/> 2.2 School leader’s vision | <input type="checkbox"/> 2.4 School leader’s use of resources |
| <input checked="" type="checkbox"/> 2.3 Systems and structures for school development | <input checked="" type="checkbox"/> 2.5 Use of data and teacher mid-management effectiveness |

Annual Goal #1

By June 2013, 100% of classroom teachers will receive four formative classroom observations and formative feedback with recommendations and professional development, resulting in a minimum of 60% of competency ratings overall by June at the level of Effective or Highly Effective.

Instructional Strategies/Activities

Targeted Population: Classroom Teachers

Responsible Staff: Principal, Teacher Effectiveness Program (TEP) Coach, Learner Centered Initiatives (LCI) and Teachers College (TC) consultants, Network math coach

Timeline: September 2012 – June 2013

Activity 1: Principal will conduct all observations of classroom teachers using Danielson Framework, as part of Pilot TEP program.
(AmPark has no assistant principal.)

September - February

- Since AmPark is in its first year of the Teacher Effectiveness Program, Principal will have a talent coach to norm observation practices and guide the creation of feedback for teachers.
 - Principal will facilitate a Danielson workshop during September PD with teachers.
 - Principal and TEP Coach will visit rooms, take low-inference notes, and code notes together.
 - Principal and TEP Coach will use a template with seven Danielson indicators, 1E, 2B, 2D, 3B, 3C, 3D, and 4E.
 - Rating decisions will be normed by Principal and TEP Coach.

- Principal will conduct observations independently after first 3 observations, and TEP coach will review coding and ratings upon subsequent visit.
- Norming of low-inference note taking, coding and rating will continue based on TEP coach assessment of Principal practice.
- Principal will attend TEP PD sessions with Network 109.
- Principal will conduct a minimum of 4 observations across the school year.
 - Verbal and/or written feedback will be provided to teachers.
 - Each teacher will have 2 formal observations.
- Principal's TEP coach will support the development of observation schedules and feedback.
 - TEP coach will review Principal feedback and provide coaching.
 - TEP coach will support scheduling of observations during and between visits.

Activity 2: Principal will analyze ARIS data from Dashboard in order to assess teacher competency ratings.

- Dashboard data from ARIS will be analyzed by the Principal, and PD will be planned based on strengths and needs.
 - September - October
 - TEP coach will demonstrate use of ARIS Learning tool for recording observation data, and finding resources.
 - TEP coach will guide Principal in identification of strengths and next steps for teachers, and possible PD opportunities to support teachers.
 - TEP coach will conduct a workshop during Election Day PD for all teachers on the Danielson Framework.
- Principal will provide written and verbal feedback, based on ratings from informal and formal observations, and provide learning opportunities based on teachers' strengths and needs

Activity 3: Principal will schedule learning opportunities for teachers (based on feedback and recommendations) including sessions with LCI and Teachers

College consultants, inter-visitations, and workshops.

- Teachers will visit each other's classrooms to observe teaching practices.
- Principal will video best practices and teachers will view video, using the Danielson competencies to identify strengths and next steps.
- LCI professional development (PD) in creation of standard-aligned units.
 - Review of CCLS for Literacy
 - Grade-level and cross-grade workshops
 - Development of essential question
 - Development of guiding questions
 - Creation of diagnostic, formative and summative assessments
 - Creation of tasks
 - Identification of multiple entry points
 - Identification of vocabulary and resources
- Teacher College professional development in reading and writing instruction and assessment.
 - Development of lab sites across grades, with inter-visitations

- Grade-level and cross-grade meetings to debrief lab sites, look at student work, and make instructional adjustments
- Teachers: Calendar days at TC on a variety of literacy topics, and share learning at grade and staff meetings
- TC consultant will watch each teacher during literacy workshop and coach teaching practice.
- Classroom teachers will use Teacher College Assessment Pro to gather and analyze literacy data.
 - TC Consultants will provide support in the use of Assessment Pro and analysis of data.
- Classroom teachers will use diagnostic, formative and summative assessment data to plan units of study.
- Network math coach will meet with grade-level teams to support the use of TERC Math as a resource for Network CCLS-aligned units of study.
 - Grade-level and cross-grade meetings, with a focus on CCLS-aligned units and lesson planning
 - Network coach will watch each teacher during a math lesson and feedback will be provided.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 - Tax Levy
 - Title IA
 - Title IIA
 - Title III
 - Set Aside
 - Grants
 - Improvement Other-describe here: _____

Service and program coordination

- Professional Development consultants: Funded through Priority and Focus School Improvement and Tax Levy funding: Curriculum and Staff Development Contracts
 Teachers College: 15 days – consultants (K-2, 3-5) in-school Professional Development (PD); 20 days of PD at Teachers College for individual teachers
 Learner Centered Initiatives: 7 days – consultant in-school PD with all classroom teachers
- F-status teacher (3 days each week): Funded through Tax Levy funding
- Supplies: binders and paper to create resource binders for every staff member (with Danielson rubrics and PD materials); toner
- Upper grade support teacher: Funded through Tax Levy funding
- Before-school Extended Day program: Funded through Priority and Focus School Improvement

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

Major Recommendation

2011-2102 Environment Survey – Engagement 7.1 out of 10:

- 44% of teachers disagreed that school leaders provide time for collaboration among teachers.
- 55% of teachers disagreed that their professional development experiences provided them with content support.
- 55% of teachers disagreed that their professional development experiences provided them with teaching strategies to better meet the needs of students.

2011-12 data:

- Lowest third at 75% growth percentile for ELA 29%
- Lowest third at 75% growth percentile for Math 20%

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- | | |
|---|--|
| <u> </u> 3.2 Enacted curriculum | <u> X </u> 3.4 Teacher collaboration |
| <u> X </u> 3.3 Units and lesson plans | <u> X </u> 3.5 Use of data and action planning |

Annual Goal #2

By June 2013, classroom teachers will participate in 7 professional development sessions for CCLS-aligned curriculum planning, resulting in 60% of lowest third students moving one or more levels, based on a rubric from a CCLS-aligned unit of study.

Instructional Strategies/Activities

Targeted Population: Lowest third of students, identified based on CCLS-aligned literacy assessments

Responsible Staff: Principal; LCI and Teachers College consultants; Network math coach; school Instructional Team; F-status intervention teacher; Upper grade support teacher

Timeline: September 2012 – June 2013

Activity 1: Professional Development

September - June

- Teachers will engage in half-day professional development sessions with LCI consultant across the 2012-13 school year. The focus will be development of integrated, CCLS-aligned units, including assessments and tasks. Units will be recorded on Rubicon Atlas online curriculum mapping system, allowing teachers access to curriculum in order to revise collaboratively. Consultant workshops will include:
 - Review of CCLS for Literacy
 - Grade-level and cross-grade meetings
 - Development of essential question
 - Development of guiding questions

- Creation of diagnostic, formative and summative assessments
 - Creation of tasks
 - Identification of multiple entry points
 - Identification of vocabulary and resources
- Teachers will engage in meetings with Network math coach to support the use of TERC Math as a resource for Network CCLS-aligned units of study.
 - Grade-level and cross-grade meetings, with a focus on CCLS-aligned units and lesson planning
 - Network coach will watch each teacher during a math lesson and feedback will be provided.
 - Teachers will develop diagnostic, formative and summative assessments
 - Teachers will examine student work at planning sessions.
 - Teachers will revise units based on analysis of data from a rubric.
 - Inquiry work will focus on development of units, use of assessments to analyze student work, and adjustments to curriculum and teaching practices.
 - Assessments will be used to identify the lowest third of students.
 - Small groups will be identified to support students in the lowest third. Lessons will be adjusted to provide additional entry points to support students.
 - LCI consultant will provide feedback on the development of units between sessions via email.
 - Teachers will engage in literacy professional development lab sites with TC consultants for upper grade and early childhood grades, including a focus on supporting units of study that integrate literacy with content areas through lab sites.
 - Development of lab sites across grades, with inter-visitations
 - Grade-level and cross-grade meetings to debrief lab sites, look at student work, and make instructional adjustments
 - Teachers: Calendar days at TC on a variety of literacy topics, and share learning at grade and staff meetings
 - TC consultant will watch each teacher during literacy workshop and coach teaching practice
 - Principal will attend PD sessions with Network 109, at the school with consultants, and at TC for principals.
 - F-status and upper-grade support teachers will attend PD sessions with teachers in order to align practice.

Activity 2: Evaluation of student work and adjustments to instructional support

- Teachers will use checklists and rubrics to assess student progress based on diagnostic, formative and summative assessments.
 - Consultants will support analysis of data during meetings with teachers.
- Student work will be analyzed in order to identify groups of students in need of support.
 - Students will be assessed before, during and at the conclusion of units of study.
 - Teachers will examine student work during Inquiry team meetings, and use data to adjust instruction.
- In addition to classroom teacher support, identified students will receive intervention from an F-status 3-day-a-week teacher who will focus on small group instruction.

- In grades 3 – 5, identified students will receive additional instructional support from a 2-day-a-week Upper grade support teacher from February – April.
- Reading Recovery teacher will support identified 1st grade students in reading.
- Before-school extended day test preparation program: 2 mornings per week, 1 hour each session, February – April, with 8 teachers
- Teachers will adjust curriculum, including identification of multiple entry points for students, in order to address assessed needs of students.
- 3-day-a-week F-status teacher will attend PD and work with intervention students.
- 2-day-a-week Upper grade support teacher will attend TC professional development and support students in small groups.

Activity 3: Instructional Team

- A school Instructional Team will be identified
 - Team will consist of teachers from grade bands K-1, 2-3 and 4-5.
 - Instructional Team will attend PD with TC and Network 109, and disseminate information about unit planning, literacy, and content areas to their colleagues at grade and faculty meetings.
 - Classroom teachers, with facilitation by the Instructional Team, will look at student work and adjust curriculum and pedagogy based on identified areas of strengths and needs.

Scheduling:

- 2 or more common preps are built into the schedule for every grade.
- Teachers have one professional period each week to focus on planning.
- Thursday’s Extended Day period will be dedicated to inquiry that focuses on curriculum planning and analyzing student data.
- Schedules will be created to allow all classroom teachers to attend PD sessions when LCI and TC consultants are at the school.

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
 - X Curriculum and Staff Development Contracts
- Select the fund source(s) that your school is using to support the instructional goal.
 - X Teacher Per Session
 - X Supplies
 - Priority and Focus School
 - X Improvement Other-describe
 - here: _____
- - X Tax Levy
 - Title IA
 - Title IIA
 - Title III
 - Set Aside
 - Grants

Service and program coordination

- Professional Development consultants: Funded through Priority and Focus School Improvement and Tax Levy funding
Teachers College: 15 days – consultants (K-2, 3-5) in-school Professional Development (PD); 20 days of PD at Teachers College for individual teachers
Learner Centered Initiatives: 7 days – consultant in-school PD with all classroom teachers
- F-status teacher (3 days each week): Funded through Tax Levy funding
- Supplies: binders and paper to create resource binders for every staff member (with Common Core Learning Standards and PD materials); toner; chart paper for PD and classroom lessons; stationery supplies
- Upper grade support teacher: Funded through Tax Levy funding
- Before-school Extended Day program: Funded through Priority and Focus School Improvement
8 teachers X 1 hour X 26 sessions

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

Major Recommendation

- 2011-2012 ELA Exam: 10% of SETSS students performed at or above proficiency

Tenet #4 TEACHER PRACTICES AND DECISIONS

_____ 4.2 Instructional Practices and strategies

___ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

X 4.5 Use of data, instructional practices and student learning

Annual Goal #3

By June 2013, 100% of classroom teachers will develop and utilize diagnostic, formative and summative assessments, and use data to adjust curriculum, resulting in a 10% increase in SETSS students scoring at or above proficiency on the 2013 ELA exam.

Instructional strategies/activities

Targeted Population: SETSS students

Responsible Staff: Classroom teachers, SETSS teacher, F-status teacher, Upper grade support teacher

Timeline: September 2012 – April 2013

Activity 1: Professional Development

- SETSS teacher will participate in PD with consultants.
September – February:
- LCI PD will focus on creation of standard-aligned units.
 - PD will include assessment and task development, analysis of data, and adjustments to instructional practice based on data.
 - LCI consultant will facilitate development of diagnostic, formative and summative assessments.
 - Consultant will provide feedback to teachers between sessions via email.
 - LCI consultant will facilitate analysis of student work at PD sessions, using rubrics and checklists, and supporting teachers' revision of units based on data.

February – March

- LCI consultant will provide PD on close reading of texts
 - Teachers will include close reading experiences in plans when working with SETSS students, and all students.
 - SETSS students will be provided with appropriately texts of grade-level complexity, and teachers (classroom, SETSS and support teachers) will demonstrate close reading.
 - Teachers will scaffold close reading experiences through guided practice.
- TC consultants will introduce use of TC continua.

- Teacher will use continua for persuasive, informational and narrative writing as resources for developing rubrics to align to units.
- TC consultants will provide support in development of multiple entry points, focusing on needs of SETSS students.

November - April

- SETSS teacher will attend PD with LCI and TC consultants.
- 3-day-a-week F-status teacher will attend PD and work with intervention students.
 - F-status teacher will meet with SETSS teacher to develop plans, including multiple entry points for students.
- 2-day-a-week Upper grade support teacher will attend TC professional development and support students in small groups.
- Before-school extended day test preparation program: 2 mornings per week, 1 hour each session, February – April, with 8 teachers

Activity 2: Use of data

- Data from classroom and SETSS teacher will be analyzed
 - Data will be used to identify areas of need, and provide SETSS students with additional supports as needed (extended day, small group, etc.)
- Classroom teachers will use Teacher College Assessment Pro data collection system to gather and analyze literacy data, and develop small groups based on data.
- Classroom teachers will use data to plan units of study collaboratively, including multiple entry points for students.
- Principal will meet every 8 weeks with teachers as a grade to review most current data and discuss adjustments to curriculum and teaching practices, with a focus on how subgroups are supported, including SETSS students.
- Classroom teachers will analyze student work with diagnostic, formative and summative assessments, using rubrics and checklists.
- Supports for SETSS students and all students will be scheduled, based on assessment data: in-classroom, before-school and after-school extended day, and F-status teacher small group instruction.

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) XNon-Title I
 - Select the fund source(s) that your school is using to support the instructional goal. X Curriculum and Staff Development Contracts
- Priority and Focus School
- X Improvement Other-describe
- Tax Levy Title IA Title IIA Title III Set Aside Grants here: _____

Service and program coordination

- Professional Development consultants: Funded through Priority and Focus School Improvement and Tax Levy funding
Teachers College: 15 days – consultants (K-2, 3-5) in-school Professional Development (PD); 20 days of PD at Teachers College for individual teachers
Learner Centered Initiatives: 7 days – consultant in-school PD with all classroom teachers
- F-status teacher (3 days each week): Funded through Tax Levy funding
- Upper grade support teacher: Funded through Tax Levy funding
- Before-school Extended Day program: Funded through Priority and Focus School Improvement

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

Major Recommendation

2011 – 2012 Environment Survey: Safety and Respect

- 33% of teachers disagreed that order and discipline are maintained at the school.
- Teacher score for Safety & Respect was 8.0 out of 10

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- **By June 2013, a school-wide Positive Behavior Intervention Program will be implemented, resulting in a 5% increase for teachers in the area of Safety and Respect on the 2012-2013 School Survey.**

Instructional strategies/activities

Targeted Population: All students

Responsible Staff: All staff members, Parent Coordinator

Timeline: February 2013 – June 2013

Activity 1: Development of program

February 2013

- SLT will work collaboratively in the development and implementation of a school-wide positive behavior program STAR (Safe Together: AmPark Respects)
- Program will include reward of 'stars' to classes making safe choices and exhibiting excellent citizenship. Stars will be rewarded to a class by any staff member, other than their classroom teacher, who believes the class deserves a star.
- Stars will be tracked for each class on a hallway bulletin board. Classes will work toward reaching levels to earn class rewards, such as extra gym time. Classes will not be in competition against other classes, rather they will work together to earn rewards as a class community.
- All teachers will receive training on implementation of the program at staff meetings.

Activity 2: Developing materials for support of social and emotional health

February – March 2013

- Materials for the STAR program will be purchased once the program details are finalized.
- An anti-bullying curriculum was purchased for every classroom teacher, with a lending library of multi-level books about bullying available to all teachers. During this period of the year, teachers will utilize the anti-bullying curriculum to support the launch of the STAR program.

Activity 3:

February – June 2013

- PA President and parent volunteers will develop and maintain the STAR bulletin board.
- Classes will be celebrated through school-wide announcements whenever they reach a target for a reward.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) X Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants

X Supplies
Priority and Focus Parent
X Engagement Other-describe
 here: _____

Service and program coordination

- Priority and Focus Parent Engagement: AmPark is a Focus School, and will use the Parent Engagement budget to fund activities and materials
- Supplies for school-wide program will include award certificates for students and classes; blank books for students and classes; social/emotional instructional materials (puppets, etc.)

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

Major Recommendation

2011 – 2012 Environment Survey:

- Parent overall score for Engagement was 7.5 out of 10
- 25% of parents indicated being invited to a workshop, program, performance or other event at the school once every few months or less.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

Annual Goal #5

- **By June 2013, AmPark will send home monthly and weekly communication about events, and plan a minimum of one family event per month, resulting in a 5% increase for parents in the area of Engagement on the 2012-13 School Survey.**

Activities:

Targeted Population: AmPark families

Responsible Staff: Principal, Classroom teachers, Music teacher, Parent Coordinator

Activity 1: Building partnerships

September 2012 – June 2013

- Collaboration with Family And Community Engagement as needed
- Health Fair, involving community organizations – families invited
- Children sing at St. Patrick's Home for the Elderly – parents invited
- Naturally Occurring Retirement Community: Partnership with senior citizens for arts & crafts, and interviews – families invited to celebrations

Activity 2: Family / Parent events

August 2012 – June 2013

- PA monthly meetings occur at school with daycare and food provided in order to increase parent participation
- PA meetings will be repeated the following morning for parents who cannot attend evening meeting
- Parent volunteer training by Parent Coordinator
- Principal breakfast (Conversation and Coffee with Christine) will occur monthly for parents and families
- School Sings: alternating Mondays, with half of the school at 8:30am, all families invited
- Monthly Family Teas are held before school to build community among our parents & staff
- SLT meetings with parent and community members occur monthly
- Parent teacher conferences
- CCLS: Literacy Standards Parent workshops, facilitated by Principal
- Special Education workshop on helping children at home, facilitated by Network Special Education Administrator
- School events: Meet & Greet (August), Curriculum night (October), Spaghetti Social (September), Movie nights, School concerts, Festival of Lights (December), Health Fair, Talent Show (February), Caribbean Night (March)
- Wellness In the Schools (WITS): demonstrations by chef, with families invited

Activity 3: Communication with families

- Volunteer opportunities are communicated monthly and weekly
- Monthly postings of the school calendar with all relevant meeting, workshops, volunteer opportunities, school events, and community events.
- Daily parent access to Parent Coordinator during school hours
- Weekly postings, emails and backpacking of 'This Week at AmPark' to keep parents informed of school events and activities
- Updates to Parent Association website are made bi-weekly
- Monthly teacher grade-level newsletters
- Student interest surveys are distributed in August and collected for classroom teachers

- Class parents organize and facilitate communication

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) X Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants

Other-describe here:
Priority and Focus Parent
Engagement
X X Non-contractual services/Parent
 Involvement

Service and program coordination

Priority and Focus Parent Engagement: AmPark is a Focus School, and will use the Parent Engagement budget to fund activities
Materials for family activities will include arts and crafts materials; music CDs; stationery supplies; blank CDs and DVDs for recording
events; lending library materials for parents; copying materials for weekly and monthly communication

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Reading Recovery Guided Reading Strategy lessons Repeated readings Shared reading Book clubs Conferring	Small Group One-to-one	During and after school
Mathematics	Strategy lessons Guided Math Conferring	Small Group One-to-one	During and after school
Science	Strategy lessons Project groups Conferring	Small Group One-to-one	During and after school
Social Studies	Project groups Strategy lessons Conferring	Small Group One-to-one	During and after school

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	3-day-a-week Guidance Counselor: one-on-one guidance, small groups)	Small Group One-to-one	During school
--	---	---------------------------	---------------

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

Recruit

- We employ a rigorous interview process at our school in order to attract HQT. Initial interviews are conducted by principal interview. Candidates are then asked to conduct a demonstration lesson before decision is made.
- Attending citywide or district 10 recruitment fairs, whenever offered
- Use DOE's Open Market staffing function to collect a wide range of resumes when filling vacancies
- Collect and review candidates who submit resumes from outside of the DOE, for shortage areas such as Special Education and ESL.
- We utilize the open market hiring system.
- We reach out to colleges for specialty licenses.

Support, Develop and Retain

- Staff are supported by an consultants (TC, LCI, Network coach), Instructional Team, in-school mentor and Network specialists in developing their skills
- The Principal and teachers set and monitor collaborative goals using the competencies from the Danielson Framework for Teaching.
- Use BEDS survey data to track teacher progress towards "highly qualified" as defined by NCLB
- Mentors are assigned to support struggling and un-qualified teachers
- Monthly Mentor/Mentee meetings with Principal to support new teachers
- Mentors/Mentees meet 2 periods per week to discuss teaching and learning
- Teachers are assigned to their area of certification.
- Mentor teachers are utilized for new staff members.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader CFN 5 - Yuet Chu	District 10	Borough Bronx	School Number 344
School Name AmPark Neighborhood			

B. Language Allocation Policy Team Composition [?](#)

Principal Elizabeth Lopez-Towey	Assistant Principal Jennifer Bonnet, I.A.
Coach Nicki Klatzko	Coach
ESL Teacher Bonnie Bradley-Juarez	Guidance Counselor
Teacher/Subject Area Julie Fairley, 5th grade	Parent Irving Baldeon
Teacher/Subject Area Zoe Kleinmann, Kindergarten	Parent Coordinator Maria Correa
Related Service Provider Christopher Taharally	Other
Network Leader Yuet Chu	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	266	Total Number of ELLs	15	ELLs as share of total student population (%)	5.64%
------------------------------------	------------	----------------------	-----------	---	--------------

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

At the time of registration all families who are new to the New York City Public Schools are given the Home Language Survey (HILS) to complete in order to begin the process of initially identifying the students who may possibly be ELLS. We have an assistant principal, Jenny Bonnet, who is available during all registration times to assist in the completion of the HILS and conduct an informal interview with the family. We have a number of staff members who are fluent in Spanish and who are available for translation. If needed, we would contact the Office of Translation for assistance for families who speak languages other than Spanish.

All students identified, based on the HILS, as eligible to take the LAB-R are given the LAB-R within 10 days for their first attend date at our school. The LAB-R is administered by Bonnie Bradley-Juarez, the ESL teacher. We offer the LAB-R in Spanish if a child needs it.

This year we had thirteen students eligible to take the LAB-R. We tested them within the first 10 days of school. Based on the LAB-R scores we have 1 new ELLs, and 4 continuing ELLs.

At this time we have 15 ELLs, Our ESL teacher will administer the NYSESLAT to our students in the Spring adhering to all testing accommodations that may be present in a student's IEP.

We have a number of structures in place to ensure that parents understand all three program choices offered to ELLS (Transitional Bilingual, Dual Language, Freestanding ESL). At the beginning of each academic year parents are provided with an Entitlement Letter, in both English and in the family's Native Language, informing them that their child has qualified for ESL based on their NYSESLAT scores from the previous Spring. Notification Letters are distributed to families whose children did not pass the LAB-R test within two days of testing. AmPark offers parents an informational session and orientation at the beginning of each academic year, or as needed for new admits who qualify for ESL, on the different types of ESL programs offered by the New York City Department of Education. We utilize the EPIC kits to facilitate these sessions. All of our ELL parents chose a free-standing ESL program.

Our ESL teacher, Bonnie Bradley-Juarez, ensures that the entitlement letters and Parent Survey and Program Selection forms are distributed and returned to the school. Entitlement letters are generated in both English and the family's home language at the beginning of the academic year based on the results of the previous Spring's NYSESLAT scores. The letters are backpacked home with the students. Parent Survey and Program Selection forms are made available to parents and legal guardians at the EPIC orientation for parents whose students are eligible for ESL based on the results of the LAB-R. The forms are returned either in person by the parents or by backpack and they are collected by our ESL Coordinator and recorded as they are received; they are stored in our ESL binder and in the student's cumulative folder.

At this time all of the parents and legal guardians of our ELL students have requested Freestanding ESL for their children. At this time we do not offer transitional bilingual education as part of our programming because we do not have the population to support it and our

parents have not made that their choice. We will continue to monitor parent's program selection to ensure we provide appropriate programming.

Our review of our Parent Survey and Program Selection forms for the past few years reveal that in the 08/09 academic year we had three students who were already entitled for ESL based on the NYSESLAT scores from 07/08. These children were receiving their mandated ESL instruction through our Freestanding ESL program which was already selected by their families. In the 08/09 academic year we did not have any additional eligible ESL children based on their LAB-R scores; therefore we did not need to survey any families. In the 09/10 academic year we continue to have our three eligible ESL students. These children are receiving their mandated ESL instruction through our Freestanding ESL program which was previously selected by their families. This year, 2011-2012, we had 13 children who were eligible to take the LAB-R. Of those 13, 7 qualified for ESL at a beginning/intermediate level. There are 3 ESL students already receiving ESL in the 1st and 2nd grade. The two 1st graders are beginning/intermediate and the 2nd grader is advanced. We have one 5th grader who transferred in who is intermediate. We have 4 advanced students, one of whom is a transfer Kindergartener, who was tested by his former school. The parents/legal guardians of these students were presented with the three options for the delivery of ESL and they chose Freestanding ESL.

At this time the trends noticed in looking over the Parent Survey and Program Selection forms is that the families in our school prefer to have a Freestanding ESL Program.

Our current program model offered at our school is aligned with our parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	14	Special Education	5
SIFE		ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	14	0	5	1	0	0	0	0	0	15
Total	14	0	5	1	0	0	0	0	0	15

Number of ELLs in a TBE program who are in alternate placement:

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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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	
	EL	EP	EL	EP																
Spanish																			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	
	EL L	EP																		
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Punjabi														0
Polish	1													1
Albanian														0
Other	2	1			1									4
TOTAL	9	1	1	0	1	3	0	15						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Our ESL instruction is pull-out. She works collaboratively with the classroom teacher to support the ELLs with work that the students need to complete in class. These students are then pulled-out to work with the ESL teacher in a small group to further support her needs. This schedule fulfills the mandated 180 minutes of ESL instruction for Advanced ELLS

We follow the same model with our beginning ELL students. The ESL teacher pulls out for small group instruction. This schedule fulfills the mandated 360 minutes of ESL instruction for Beginning ELLS

Our school uses Heterogeneous Block Scheduling.

In order to ensure that our staff can provide the mandated number of instructional minutes delivered to our ELLs we have a part time Licensed ESL teacher who provides all mandated instructional time to our ELLs as per CR Part 154.

ELL students fully participate in all of the school's literacy and math programs and receive additional support, scaffolding, and differentiated instruction, so that they are able to participate successfully. The school uses the TERC math program. Teachers receive

A. Programming and Scheduling Information

weekly support in and out of the classroom from a math coach. This program emphasizes project based learning through investigations and encourages students to learn and be connected to their work through thoughtful explorations, while adhering to NYS academic standards. Our school follows the balanced literacy model and this is supported by a part time literacy coach. This program offers students a variety of learning experiences in literacy through different contexts, such as: read-alouds, shared/modeled writing, word work, shared reading, guided reading, literacy center, and independent reading and writing. Students also participate in programs that teach the arts and science through out of classroom teachers and supplemental programs. Students are actively engaged in studio art and music (choral and instrumental). All of our classes are taught in English.

Differentiating instruction is at the core of our curriculum development; careful attention is paid to the needs of all of our students. We are fortunate to have a number of out of classroom educators, Literacy Coach, Testing Coordinator, AIS teacher who meet regularly with our classroom teachers to provide both in and out of classroom support. At this time we do not have any SIFE, ELLS receiving 4 to 6 years of ESL, or Long-Term ELLS in our school. We do understand that special attention would need to be paid to these students in order to ensure their academic success. Our teachers would plan for them in consultation with our ESL teacher and the Math and Literacy coaches.

For our Newcomers we not only provide AIS and Extended Day but we also consult with our school psychologist to provide counseling (at an “at-risk” level) if necessary. Careful attention is paid to the targeted instruction provided to these students as they progress to the testing years. Additional support during ESL mandated time and extended day is provided for test preparation. The ESL and classroom teacher meets with our Testing Coordinator to discuss the benefits of providing the students with the math test in the student’s native language; a glossary is also be provided.

At this time we do not currently have SIFE students, however, our plan for SIFE students is to provide all the services as detailed in our Newcomer plan. If we receive a SIFE student who is in an upper grade our Literacy Coach would work with him/her one on one. We would complete regular assessments to document progress. We would also provide AIS services in all other core academic areas with our AIS teacher.

As a DYO (Design Your Own) school we have a very thorough process of observing and recording the academic, social and emotional development of all of our students. We have one student who is receiving 4 to 6 years of ESL, who is a recent 5th grade transfer to our school. He is a struggling learner as well. We are doing everything, in collaboration with his teacher and ESL teacher, to provide as much remedial work as possible. In addition, he receives extended day, with the ESL teacher.

Our plan for ELLs with special needs is to coordinate the delivery of services as per the IEP and the delivery of ELL services through our freestanding ESL program, in accordance to the students’ proficiency level, with additional supports as needed. Our ELL students who have an IEP for Special Education services receive additional support as mandated in their IEPs. Support is provided to the classroom teacher and all staff that work with our students identified as having special needs to aid in differentiating instruction to meet individual needs. Additional support is also provided through our Literacy and Math Coaches. All testing accommodations are implemented in accordance with the students IEP.

Courses Taught in Languages Other than English ⓘ

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

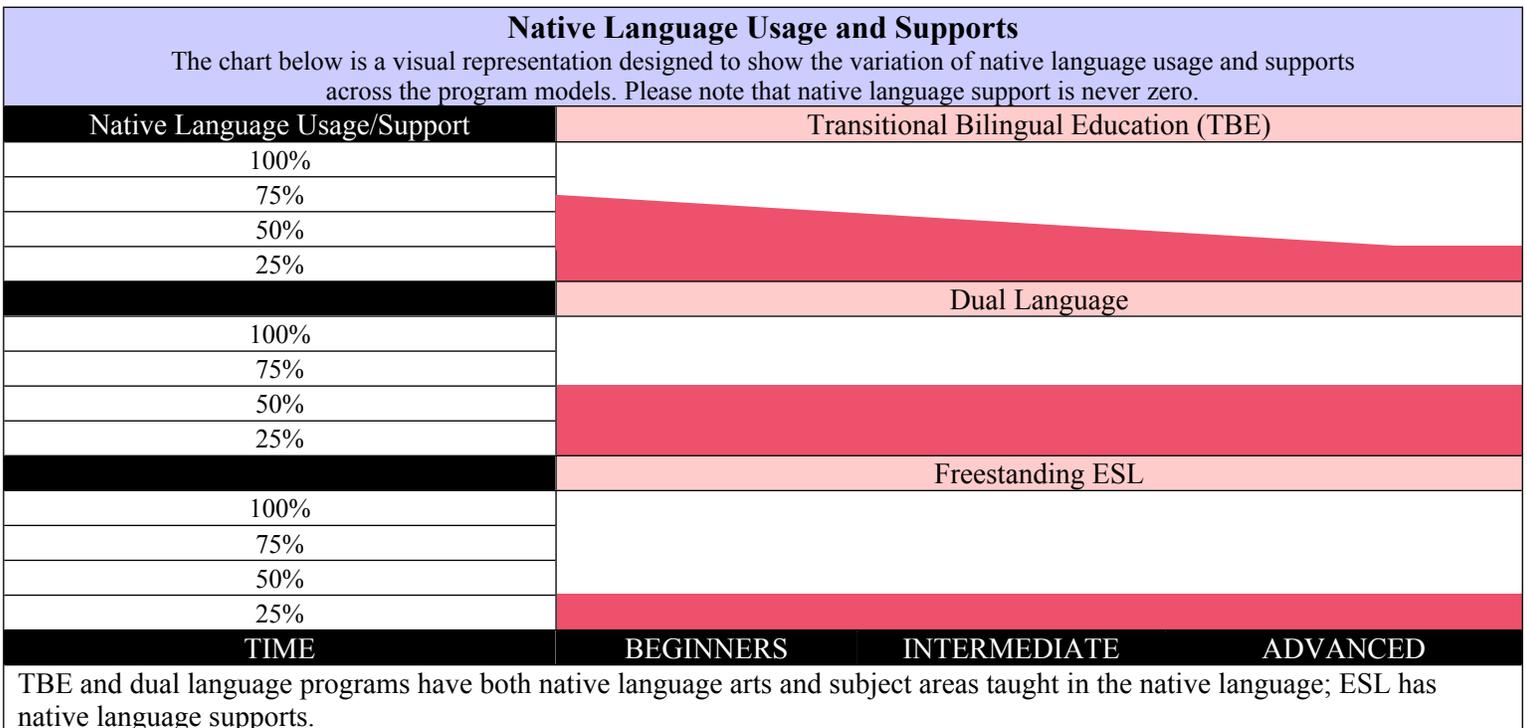
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				

Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

The school provides targeted supplemental programs for ELL students through AIS services and Extended Day. These programs are offered in English and include one-to one, and/or small group instruction with our AIS teacher, Literacy Coach, and classroom teachers, based on student's individual needs.

As our students reach Proficiency on the NYSESLAT we will continue to support their academic success through differentiated instruction in consultation with our ESL teacher. The ESL teacher utilizes a number of different resources to support her work with our ELLs: Wilson Foundations, Getting Ready for the NYSESLAT, and teacher made materials. They will also receive testing accommodations for two additional years. Additionally, they will continue to be included in our supplemental programs for ELLs as described above.

Our ESL programming is a pull-out model this year, as we have many more ELL students. Students will be grouped according to proficiency levels. The ESL teacher will work with the classroom teachers to support the curricula they are working on in class, modified to fit the needs of the ELL students.

ELL students fully participate in all of the school's literacy and math programs and receive additional support, scaffolding, and differentiated instruction, so that they are able to participate successfully. The school uses the TERC math program. Teachers receive weekly support in and out of the classroom from a math coach. This program emphasizes project based learning through investigations and encourages students to learn and be connected to their work through thoughtful explorations, while adhering to NYS academic standards. Our school follows the balanced literacy model and this is supported by a full time literacy coach. This program offers students a variety of learning experiences in literacy through different contexts, such as: read alouds, shared/modeled writing, word work, shared reading, guided reading, literacy center, and independent reading and writing. Students also participate in programs that teach the arts and science through out of classroom teachers and supplemental programs. Students are actively engaged in studio art, music (choral and instrumental), architecture, theater, physical education and environmental science. The school provides supplemental programs for ELL students through AIS services and extended day, as described above.

Our school provides after school extracurricular activities through the Roads to Success program. This program has professionals in theater, art, conflict management, physical education, and math and literacy support for students. The curriculum of the school supports these content areas on a daily or weekly basis during the normal school day. ELL students fully participate in all extracurricular activities and these programs help support the academic work that is done both in and out of the classroom.

AmPark employs materials based curricula in all subject areas allowing our students the ability to use many different modalities in their approaches to learning. This allows our ELLs to have many ways of expressing their learning. Our ELLs have native language trade books and dictionaries available. All testing materials, where applicable, are made available in the student's native language. We have classroom computers and Smart Boards in our classroom as a result of a grant. ELLs will have equal access to these as all other AmPark students.

Native language support is offered to our ELLs through trade books and dictionaries that are readily available. All testing materials, where applicable, are made available in the student's native language.

All of our services and resources support and correspond to our ELLs age and grade levels. Students are offered AIS with our SETTS

instructor, ESL, and extended day programs as needed based their individual needs as assessed through our quantitative assessments: DRA2, TERC Unit assessments, teacher on-going assessments.

All incoming families visit and tour the school before registration. Students are encouraged to spend time in our classrooms so that they can become familiar with the teachers and schoolmates. AmPark holds a Meet and Greet with all of our families on the Saturday before school starts so that students, parents, and teachers can get to know each other and become familiar with the school's educational mission. The school employs staff members who are able to translate for families who require assistance.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional Development will be provided to our common branch, subject and SETTS teachers in house by our Learning Specialist, Literacy and Math Coaches and ESL teacher. The ESL Coordinator, Coaches, and ESL teacher participate in trainings every other month provided by the Children First Network to which AmPark belongs. They turnkey the training at Staff meetings, further training teachers, service providers, secretaries and the parent coordinator. The principal and other members of the LAP team will participate in LAP development training provided by the NYC DOE Office of English Language Learners. At present, The ESL teacher collaborates, both in meetings and with collaborative teaching in classes with ELLs, with all teachers and support staff in offering suggestions for effective ELL instruction. Our commitment to and growing expertise in authentic assessment practices has allowed us to more clearly identify students' individual needs. We are providing Professional Development that supports our teachers in understanding and provisioning for the needs of ELL students alongside their classmates.

We will provide our ELLs with the support that they will need to be successful in middle school. We focus not only on their ESL instruction and academic work but on the organizational, social and emotional growth that will be needed as they move on to a new school. This work will be completed by the classroom and ESL teachers in consult with our out of classroom support staff.

The entire staff attends Monday staff development meetings, for a total of two hours a month. This time is spent enforcing pedagogical practices for teachers and focuses on children through the descriptive review process. The ESL teacher provides PD to the entire staff on the needs of ELL students and how to adapt and differentiate instruction to meet these students' unique educational needs, as per Jose P. Meeting agendas and/or attendance records of all training PD sessions and/or meetings are kept by the ESL Coordinator. Teachers are also afforded many other PD opportunities throughout the year through the NYC Department of Education and Children First Network 5.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

AmPark has an active Parent Association (PA) and all families are encouraged to participate and attend General Meetings. The PA hosts weekly Friday Morning Teas where parents can socialize and meet with the Principal. The school has an open-door policy where families can come in and work with their child's class sharing their personal knowledge and/or experiences that teach about different cultures. The school hosts Family Literacy and Math Nights led by our Coaches to inform families of in school practices and strategies to support learning at home. While we have a small number of ELLs, we do have a number of bilingual families and staff members who are available to translate when needed.

ELL parents are made aware of the workshops available to them through OELL and OFEA.

Parents are asked to complete surveys in the beginning of the year, translation is available for families who require it, that asks them to provide information about any needs they may have to support in relation to their child's work at school. The school holds Family Meetings where student's academic and social/emotional learning is discussed. Parents are also encouraged to schedule meetings with their child's classroom teacher whenever they feel they need to. Following the school's Ladder of Communication, further meetings can be scheduled with the Parent Coordinator, who is Spanish speaking, Principal and/or support staff where needed.

We have found that many parents are interested in gaining a greater understanding of the work that their children are doing in school, where they are successful and where they need support, as well as ways of supporting their children's learning at home. We offer Family Math and Literacy Nights to model how demonstrate the work we do at school and model activities for families at home. As described above we address these concerns in a variety of ways throughout the year.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4													4
Intermediate(I)														0
Advanced (A)	4													4
Total	8	0	0	0	0	0	0	0	0	0	0	0	0	8

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1				1
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4				1					1
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1				1
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				

New York State Regents Exam

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

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native 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 Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

The patterns in the student's results in the four modalities across proficiency levels indicate that our students have a higher listening/speaking ability than reading and writing.

Every classroom at AmPark is language and print rich. Children are encouraged to listen and speak as active participants in full class Meeting times. Children will conference with teachers weekly around their written work and are supported in writing in a number of genres in all curricular areas. Instruction targeting phonemic skills is embedded in the work of the classroom which supports children's understanding and development as readers and writers. Word work and studies in diverse subject areas help build vocabulary and develop language acquisition skills.

Particular attention is given to our ELLs based on their LAB-R and NYSESLAT scores. Now that our school has grown to include New York State mandated testing, the data gathered from those test results also informs our practice and our measure of academic success.

Below are our last 3 years of test scores

	2008/09				2009/10				2010/2011			
	1	2	3	4	1	2	3	4	1	2	3	4
ELA			2		ELA	1	1		ELA	1		1
Math			1	1	MATH	2			MATH		1	1

While the math test was available for our students in Spanish (their native language), our students preferred to take the test in English only.

The results of not only the periodic assessments that we administer but also the findings we gather from our DY0 Descriptive Review of all of our ELLs helps us all understand what we are doing that is working with our ELL population and targets areas that we address during our in house Professional Development

We are supporting our ELLs in their use of English across all modalities. Due to our small ELL population we do not have the numbers to support a dual language program; we have a freestanding ESL program with Native Language support materials available for students to use. For example, we have dictionaries, and tradebooks in both Spanish and English so that children can read both id necessary/desired. All classes are conducted in English.

AmPark uses the NYC Department of Education approved Design Your Own (DYO) method of assessment. In collaboration with our DYO team of schools, our students are assessed in both Literacy (DRA2) and Math (TERC assessments) periodically throughout the year. We have set goals to measure adequate academic growth for all of our students including our ELLs based on the New York State Standards. Instruction is differentiated based on student's periodic assessments. We also utilize a descriptive process where teachers and support staff review and record student work with a focus on support and next steps for instruction.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: AmPark Neighborhood

School DBN: 10X344

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Elizabeth Lopez Towey	Principal		11/28/11
Jennifer Bonnet	Assistant Principal		11/28/11
Maria Correa	Parent Coordinator		11/28/11
Bonnie Bradley-Juarez	ESL Teacher		11/28/11
Irving Baldeon	Parent		11/28/11
Julie Fairley	Teacher/Subject Area		11/28/11
Zoe Kleinmann	Teacher/Subject Area		11/28/11
Nicki Klatzko	Coach		11/28/11
	Coach		1/1/01
	Guidance Counselor		1/1/01
Yuet Chu	Network Leader		11/28/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **10X344** School Name: **AmPark Neighborhood School**

Cluster: **1** Network: **CFN5**

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

At the time of registration, all families who are new to the New York City public schools are given the Home Language Survey to complete. We have an AP who is available during all registration times to assist in the completion of the HLS for any family who requires it. All registration forms are distributed by our secretary, in collaboration with our Parent Coordinator, who is a fluent Spanish speaker. We also have a number of staff members who are fluent in Spanish and who are available for translation and interpretation. If needed, we would contact the Office of Translation for families who speak languages other than Spanish. Home Language information for students entering our school from other NYC public schools is gathered from their cumulative records and from ATS.

Teachers contact families who have indicated that their home language is other than English and it is decided whether the family prefers translated documents sent home or if they are able to read English. Our Bilingual staff is available to translate written documents into Spanish. If needed, we would contact the Office of Translation for families who speak languages other than Spanish.

Many of the letters and forms required to be sent home from the Department of Education are already translated and we send home translated versions to support the English versions when available.

During conferences or any other parent/teacher/school meeting, a bilingual staff member, mainly our parent coordinator, would be available for English/Spanish translation purposes. If needed, we would contact the Office of Translation for families who speak languages other than Spanish.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

At this time, according to our Home Language Surveys, 89% of our families are English speaking, 7% Spanish and 4% a combination of Romanian, Russian, Albanian, Bulgarian, Hindi, Japanese, Korean and Polish. All of our families have been contacted and they, except for two, have expressed their comfort with receiving school information written in English. The two families who are not comfortable are sent home information in Spanish. Families that require spoken translation are provided with translation in Spanish by the Parent Coordinator. If needed, we would contact the Office of Translation for families who speak languages other than English.

This information has been shared with our PA so that they would be able to include these families in their written communication. Oral translation is provided by members of the PA for families who require it. If needed, we would contact OFEA and the Office of Translation for families who speak languages other than English.

Part B: Strategies and Activities

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

We have staff members who are able to translate written documents to Spanish. Many documents required to be distributed through the DOE are already translated and we would use those translated versions for distribution. If needed, we would seek parent volunteers for general translation and/or contact the Office of Translation to provide written translation of important/confidential school documents for families who speak languages other than Spanish.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation will be provided in house by school staff. If needed, we would seek parent volunteers for general translation and/or contact the Office of Translation to arrange for oral translation of a more confidential nature for those families who speak languages other than Spanish.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

When a family is identified by the HLS and their primary language is other than English, we provide them with an appropriately translated copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.

We have different languages spoken at AmPark posted, and that translation services are available if needed in the appropriate languages.

Our school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

Our school does not have more than 10% of our children speaking a primary language that is neither English nor a covered language. If we did, we would obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with the Chancellor's Regulation A-663A regarding parental notification requirements for translation and interpretation services.