



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: AMPARK NEIGHBORHOOD SCHOOL

DBN (i.e. 01M001): 10x344

Principal: CHRISTINE MCCOURT MILTON

Principal Email: CMCCOURT@SCHOOLS.NYC.GOV

Superintendent: MELODIE MASHEL

Network Leader: MARIA QUAIL

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Christine McCourt Milton	*Principal or Designee	
Zoe Kleinmann	*UFT Chapter Leader or Designee	
Dean Parker	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Doris Spencer	CBO Representative, if applicable	
Aldina Kennedy	Member/ Parent	
Urvashi Rangan	Member/ Parent	
Sandra Seo	Member/ Parent	
Michele Disco	Member/ Parent	
Dawn Howard	Member/ Parent	
Marilyn Diamond	Member/ Parent	
Kelly Lennon	Member/ Teacher	
Denise Olivet	Member/ Teacher	
Priya Chandrashaker	Member/ Teacher	
Megan Collins	Member/ Teacher	
Bernadette Wilson	Member/ Teacher	
	Member/	
	Member/	
	Member/	

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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
N/A	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

School Information Sheet for 10X344

School Configuration (2013-14)					
Grade Configuration	0K,01,02,03,04,05	Total Enrollment	332	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	6	# Music	6	# Drama	6
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	1.1%	% Attendance Rate		93.4%	
% Free Lunch	40.5%	% Reduced Lunch		10.1%	
% Limited English Proficient	4.1%	% Students with Disabilities		10.1%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American		13.9%	
% Hispanic or Latino	55.1%	% Asian or Native Hawaiian/Pacific Islander		7.8%	
% White	21.3%	% Multi-Racial		2.0%	
Personnel (2012-13)					
Years Principal Assigned to School	0.22	# of Assistant Principals		N/A	
# of Deans	N/A	# of Counselors/Social Workers		N/A	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		2.8%	
% Teaching with Fewer Than 3 Years of Experience	11.1%	Average Teacher Absences		10	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	47.4%	Mathematics Performance at levels 3 & 4		36.8%	
Science Performance at levels 3 & 4 (4th Grade)	95.5%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% 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 (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
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 (2011-12)				
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 (2011-12)				
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			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
The AmPark 2012-13 CEP addressed teachers' practice and professional growth, effective use of assessments, student behavior, and communication with families. These issues address elements of the Citywide Instructional Expectations, the Danielson Framework, and AmPark's Environment Survey and Progress Report. The goals reflect areas of focus that include the entire community.			
Describe the areas for improvement in your school's 12-13 SCEP.			
There is a need to directly address student performance in the area of Mathematics, based on state test results and end-of-year math data. Our lowest third (based on state exam and TC assessment data) needs to be further supported. Also, a focus on student leadership is the next step after last year's efforts to support student behavior.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
Budget is our main barrier, because we are not a Title I school. Also, implementing a new Positive Behavior program school-wide was a challenge because of the number of adults involved in its full implementation. Time is an issue, because we met regularly to revise and improve the process, but arranging for all participants to be available was difficult.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
All elements of our SCEP - teacher evaluations, professional development, use of assessments, PBIP and home communication - were fully implemented within the timeframe indicated. All goals were met or exceeded: 100% of teachers received a competency rating of Effective (goal was 60% or more); 75% of lowest third students moved one or more levels (goal was 60% or more); 14.3% of SETSS students scored at or above proficiency (goal was 11% or more); teachers' scores on the school survey in the area of safety and respect was 9.0 (goal was 8.4); parents' scores on the school survey in the area of engagement was 8.5 (goal was 7.9).			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?		Yes	X No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Budget constraints make it difficult to hire the necessary consultants and purchase the necessary materials that support the movement of teacher practice and the improvement in student achievement. Scheduling time for teachers to meet (Inquiry, looking at student work, time with consultants) is a challenge, due to the need for extended instructional time in literacy to include all components of balanced literacy.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
Lowest third of students from 2013 Math state exam: 50% will move 1 or more benchmark level on a CCLS-aligned rubric. Lowest third of students from 2013 ELA state exam: 50% will move 1 or more benchmark level on the TC running record continuum.			
Describe how the school leader(s) will communicate with school staff and the community.			
Staff: Weekly email memos, daily postings on information board, monthly faculty conferences, during consultants' visits for PD, at grade-level meetings Community: Weekly AmPark Owl newsletter, monthly PA meetings (evening and morning), monthly Family Teas, monthly Coffee and Conversation with Christine gatherings, workshops, Twitter (ChristineAmpark account)			
Describe your theory of action at the core of your school's SCEP.			
By creating opportunities for teachers to grow professionally via professional development and effective feedback from administration, students will benefit from teaching practice, resulting in increased student performance. The community at AmPark will benefit from student leadership opportunities, well-informed parents, and rich family participation.			
Describe the strategy for executing your theory of action in your school's SCEP.			
Partnering with consultancies that provide PD in the areas most in need of growth, and analyzing data that shows the impact on			

student performance; ensuring that all staff members benefit from learning opportunities in the area of the Danielson Framework by incorporating Danielson into PD at multiple levels; building student and family growth by implementing leadership programs and communicating with families.

List the key elements and other unique characteristics of your school's SCEP.

Professional growth; student involvement in leadership; communication with families; increased students performance; effective use of student assessments

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

SLT meets regularly and incorporates the SCEP into ongoing conversations, looking at goals and how AmPark is moving toward achieving them. An active AmPark parent and family core ensures regular participation and input about the vision and mission of the school.

Grade-band instructional leaders meet with colleagues during , before and after school (including study groups) to look at students work, plan and revise units of study, develop assessment tools, and analyze data.

Consultants and administration include Danielson and the CCLS as areas of focus for all staff.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Use the observation of classroom teaching with a research-based, common teaching framework.

Review Type:	QR	Year:	2013	Page Number:	7	HEDI Rating:	Proficient/Effective
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision	X	2.3 Systems and structures for school development
2.4 School leader's use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, classroom teachers will receive between four and six formative classroom observations and formative feedback with recommendations, resulting in a minimum of 60% of summative evaluation ratings at the level of Effective or Highly Effective.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

▪ **Strategies/activities that encompass the needs of identified subgroups**

Instructional Strategies/Activities

Targeted Population: Classroom Teachers

Responsible Staff: Principal, Teacher Effectiveness Program (TEP) Coach, Lehman College Math and Teachers College (TC)

consultants, Network

math coach

Timeline: September 2013 – June 2014

Activity 1: Principal will conduct all observations of classroom teachers using Danielson Framework. (AmPark has no assistant principal.)

- Principal will attend New Teacher Center School Leader PD series and work with a talent coach, to norm observation practices and guide the creation of feedback for teachers.
- Principal will conduct a minimum of 6 informal observations across the school year. All teachers chose Option#2 for observations.
- Principal's Coach will support the development of observation schedules and feedback.

Activity 2: Principal will analyze Advance data in order to assess teacher competency ratings.

- Advance data will be analyzed by the Principal, and PD will be planned based on strengths and needs.
- 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 Lehman College, Network, and Teachers College consultants, inter-visitations, and workshops.

- Lehman College professional development (PD) in creation of standard-aligned units.
- Teacher College professional development in reading and writing instruction and assessment.
- Classroom teachers will use Teacher College Assessment Pro to gather and analyze literacy 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.

▪ **Key personnel and other resources used to implement each strategy/activity**

1. Activity 1: Principal, Advance Coach
2. Activity 2: Principal, Advance Coach, Grade band instructional leaders, Lehman consultant (Math), Network support person (Math) TC consultants (Literacy: K-2 and 3-5), Carl Anderson TC, New Teacher Centers Leader team
3. Activity 3: : Principal, Advance Coach, Grade band instructional leaders, Lehman consultant (Math), Network support person (Math) TC consultants (Literacy: K-2 and 3-5), Carl Anderson TC, New Teacher Centers Leader team, Advance Coach

▪ **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Advance teacher data: Mid-year, a minimum of 50% of teachers should be at Effective
2. Advance teacher data: End of year, a minimum of 60% of teachers should be at Effective
3. Quarterly analysis of units of study on Rubicon Atlas to ensure multiple entry points and alignment with CCLS

▪ **Timeline for implementation and completion including start and end dates**

1. Activity 1: September 2013 – June 2014
2. Activity 2: September 2013 – June 2014
3. Activity 3: September 2013 – June 2014
- 4.

▪ **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

Activity 1: Principal will conduct all observations of classroom teachers using Danielson Framework. (AmPark has no assistant principal.)

- Principal will attend New Teacher Center School Leader PD series and work with 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 Coach will visit rooms, take low-inference notes, and code notes together.
 - Principal and Coach will use a template with Danielson indicators.
 - Rating decisions will be normed by Principal and Coach.
 - Principal will conduct observations, and Coach will review coding and ratings upon subsequent visit.
 - Norming of low-inference note taking, coding and rating will continue based on Coach assessment of Principal practice.
 - Principal will attend PD sessions with Network 109.
- Principal will conduct a minimum of 6 informal observations across the school year. All teachers chose Option#2 for observations.
 - Verbal and/or written feedback will be provided to teachers.

- Principal's Coach will support the development of observation schedules and feedback.
 - Coach will review Principal feedback and provide coaching.
 - Coach will support scheduling of observations during and between visits.

Activity 2: Principal will analyze Advance data in order to assess teacher competency ratings.

- Advance data will be analyzed by the Principal, and PD will be planned based on strengths and needs.
 - Coach and New Teacher Center School Leader facilitators will:
 - demonstrate use of Advance tools for recording observation data, and finding resources.
 - guide Principal in identification of strengths and next steps for teachers, and possible PD opportunities to support teachers.
 - Teacher leader 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

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Activity 3: Principal will schedule learning opportunities for teachers (based on feedback and recommendations) including sessions with Lehman College, Network, 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 components to identify strengths and next steps.
- Lehman College professional development (PD) in creation of standard-aligned units.
 - Review of CCLS for Math
 - 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.
 - Carl Anderson will conduct a 3-day institute on conferring in writing, including one-on-one coaching with every teacher.
- 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 using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core			
	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders			

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.									
Review Type:	QR	Year:	2013	Page Number:	7	HEDI Rating:	Developing		

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.									
X	3.2 Enact curriculum				X	3.3 Units and lesson plans			
X	3.4 Teacher collaboration				X	3.5 Use of data and action planning			

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
By June 2014, classroom teachers will participate in a minimum of 6 CCSS-focused Math professional development sessions, resulting in 50% of lowest third students moving one or more levels, based on a rubric from a CCSS-aligned unit of study.									

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.									
A. Strategies/activities that encompass the needs of identified subgroups									
Instructional Strategies/Activities									
Targeted Population: Lowest third of students, identified based on 2013 Math state exams and CCLS-aligned math assessments									
Timeline: September 2013 – June 2014									
Activity 1: Professional Development									
September - June									
<ul style="list-style-type: none"> Teachers will engage in professional development sessions with Lehman College consultant across the 2013-14 school year. The focus will be development of integrated, CCLS-aligned units, including assessments and tasks, using EngageNY units as a platform. Units will be recorded on Rubicon Atlas online curriculum mapping system, allowing teachers access to curriculum in order to revise collaboratively. Teachers will engage in meetings with Network math coach to support the use of EngageNY units as a resource for Network CCLS-aligned units of study. Teachers will develop diagnostic, formative and summative assessments. Consultant will provide feedback on the development of units between sessions via email. 									

- Teachers will engage in math professional development lab sites with consultants for upper grade and early childhood grades.
- Principal will attend PD sessions with Network 109, and at the school with consultants.
- RTI 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.
- Student work will be analyzed in order to identify groups of students in need of support.
- In addition to classroom teacher support, identified students will receive intervention from RTI teachers who will focus on small group instruction.
- In grades 3 – 5, identified students will receive additional instructional support from a support teacher from February – April.
- 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.

Activity 3: Instructional Team

- A school Instructional Team will be identified
Scheduling:
- 1 or more common preps are built into the schedule for every grade.
- Teachers have one professional period each week to focus on Inquiry.
- Schedules will be created to allow all classroom teachers to attend PD sessions when Lehman and Network consultants are at the school.

1.

B. Key personnel and other resources used to implement each strategy/activity

Activity 1 : Principal, Advance Coach, Grade band instructional leaders, Lehman consultant (Math), Network support person (Math), New Teacher Centers Leader team, Advance CoachLehman College consultant

Activity 2 : Principal, Advance Coach, Grade band instructional leaders, Lehman consultant (Math), Network support person (Math), New Teacher Centers Leader team, Advance CoachLehman College consultant

Activity 3: Instructional Team, Principal, Lehman consultant (Math), Network support person (Math),

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Analysis of baseline Math assessments, with post-unit reviews of movement across CCLS-aligned rubrics to measure minimum of one level of progression.
2. Analysis of feedback forms from PD sessions, with a target of at least 75% of teachers rating PD at level 3 or higher on a rubric.
3. Quarterly analysis of units of study on Rubicon Atlas to ensure multiple entry points and alignment with CCLS

D. Timeline for implementation and completion including start and end dates

Activity 1: September 2013 – June 2014

Activity 2: September 2013 – June 2014

Activity 3: September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**Activity 1: Professional Development**

September - June

- Teachers will engage in professional development sessions with Lehman College consultant across the 2013-14 school year. The focus will be development of integrated, CCLS-aligned units, including assessments and tasks, using EngageNY units as a platform. 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 Math
 - Demonstration of instruction
 - Coaching into teachers' lessons
 - Grade-level and cross-grade meetings
 - Use and analysis of diagnostic, formative and summative assessments
 - Creation of tasks
 - Identification of multiple entry points
 - Identification of vocabulary and resources (including TERC, Georgia units, Network units of study, and other resources)

- Teachers will engage in meetings with Network math coach to support the use of EngageNY units 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.
- Consultant will provide feedback on the development of units between sessions via email.
- Teachers will engage in math professional development lab sites with consultants for upper grade and early childhood grades.
 - 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
 - Grade band instructional leaders will attend PD with Network, and lead study groups with staff.
 - Consultant will watch each teacher during math workshop and coach teaching practice
- Principal will attend PD sessions with Network 109, and at the school with consultants.
- RTI 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 RTI teachers who will focus on small group instruction.
- In grades 3 – 5, identified students will receive additional instructional support from a support teacher from February – April.
- 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.

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 Lehman consultant and Network 109, and disseminate information about unit planning and assessment in math to their colleagues at grade and faculty meetings, and during study groups.
 - 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:

- 1 or more common preps are built into the schedule for every grade.
- Teachers have one professional period each week to focus on Inquiry.
- Schedules will be created to allow all classroom teachers to attend PD sessions when Lehman and Network consultants are at the school.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core			
	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs			X	PF RTI		PF Supporting Great Teachers & Leaders			

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.

Review Type:	QR	Year:	2013	Page Number:	7	HEDI Rating:	Developing
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Tenet 4: Teacher Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	4.2 Instructional practices and strategies	X	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, classroom teachers will develop and utilize diagnostic, formative and summative reading assessments, and use data to adjust curriculum, resulting in 50% of lowest-third students moving 1 or more Benchmark Levels, based on Teachers College Assessment Pro running record data.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Instructional Strategies/Activities

Targeted Population: Lowest third of students, identified based on 2013 ELA state exams and Teachers College (TC) running record data

Timeline: September 2013 – June 2014

Activity 1: Professional Development

September - June

- Teachers will engage in ten professional development sessions with TC consultants across the 2013-14 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.
- Inquiry work will focus on assessment development, and impact on student performance. Teachers will review and revise
- Teachers will engage in meetings with TC consultants to support the use of TC units to design Literacy curriculum.
- Teachers will develop diagnostic, formative and summative assessments, using TC progressions and rubrics as platforms.
- Consultants will provide feedback on the development of units and assessments between sessions via email.
- Teachers will engage in literacy professional development lab sites with consultants for upper grade and early childhood grades.
- Principal will attend PD sessions at TC, and at the school with consultants.
- Principal will attend PD sessions during a 3-day institute with Carl Anderson, with a focus on assessing through conferring.
- RTI 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.
- Student work will be analyzed in order to identify groups of students in need of support.
- In addition to classroom teacher support, identified students will receive intervention from RTI teachers who will focus on small group instruction.
- In grades 3 – 5, identified students will receive additional instructional support from a support teacher from February – April.
- 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.

Activity 3: Instructional Team

- A school Instructional Team, including Grade band Instructional Leaders, will be identified to support ongoing PD for teachers, and participation in Inquiry work.

Scheduling:

- 1 or more common preps are built into the schedule for every grade.
- Teachers have one professional period each week to focus on Inquiry.

1. Schedules will be created to allow all classroom teachers to attend PD sessions when Lehman and Network consultants are at the school.

B. Key personnel and other resources used to implement each strategy/activity

Activity 1 : Principal, Advance Coach, Grade band instructional leaders, TC consultants (Literacy: K-2 and 3-5), Carl Anderson TC, New Teacher Centers Leader team, Advance Coach Lehman College consultant, RTI teachers

Activity 2 : Principal, Advance Coach, Grade band instructional leaders, TC consultants (Literacy: K-2 and 3-5), Carl Anderson TC New Teacher Centers Leader team, Advance Coach Lehman College consultant, RTI teachers

Activity 3 : Principal, Advance Coach, Grade band instructional leaders, TC consultants (Literacy: K-2 and 3-5), Carl Anderson TC New Teacher Centers Leader team, Advance Coach Lehman College consultant, RTI teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. PD will be evaluated by analyzing assessments developed by teachers, using criteria set by LCI in our PD from 2012-13. Level 3 or above will be the goal for each grade/ teacher.
2. Adjustments to curriculum will be evaluated during Inquiry, with input from consultants. Units on Rubicon Atlas curriculum software will be assessed using criteria from LCI PD.
3. TC Assessment Pro data will be analyzed to measure movement across benchmarks after each assessment period (Sept – Nov, Nov – Jan, Jan – March, March – Jun)

D. Timeline for implementation and completion including start and end dates

Activity 1: September 2013 – June 2014

Activity 2: September 2013 – June 2014

Activity 3: September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Activity 1: Professional Development

September - June

- Teachers will engage in professional development sessions with TC consultants across the 2013-14 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
 - Demonstration of instruction
 - Coaching into teachers' lessons
 - Grade-level and cross-grade meetings
 - Use and analysis 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 TC consultants to support the use of TC units to design Literacy curriculum.
 - Grade-level and cross-grade meetings, with a focus on CCLS-aligned units and lesson planning
 - Network coach will watch each teacher during a literacy 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.
- Consultant will provide feedback on the development of assessments between sessions via email.
- Teachers will engage in literacy professional development lab sites with consultants for upper grade and early childhood grades.
 - 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
 - Grade band instructional leaders will attend PD with consultants, and lead study groups with staff.
 - Consultant will watch each teacher during literacy workshop and coach teaching practice.
- Principal will attend PD sessions at TC, and at the school with consultants.
- Principal will attend PD sessions during a 3-day institute with Carl Anderson, with a focus on assessing through conferring.
- RTI 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 RTI teachers who will focus on small group instruction.
- In grades 3 – 5, identified students will receive additional instructional support from a support teacher from February – April.
- Teachers will adjust curriculum, including identification of multiple entry points for students, in order to address assessed needs of students.

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 consultant, and disseminate information about unit planning and assessment in literacy to their colleagues at grade and faculty meetings, and during study groups.
 - 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:

- 1 or more common preps are built into the schedule for every grade.
- Teachers have one professional period each week to focus on Inquiry.
- Schedules will be created to allow all classroom teachers to attend PD sessions when TC consultants are at the school.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
X	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core			
	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs		X	PF RTI			PF Supporting Great Teachers & Leaders			

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review

type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults.

Review Type:	QR	Year:	2013	Page Number:	7	HEDI Rating:	Developing
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
X	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, students will participate in Peer Leadership programs, resulting in a score of at least 0.2 above the city average for parents in the Safety and Respect score on the School Survey.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Instructional strategies/activities

Targeted Population: All students

Timeline: November 2013 – June 2014

Activity 1: Development of program
November 2013

- Two teachers will attend a 4-day institute at Yale University, learning about the emotional intelligence program RULER, dealing with conflict resolution, reduction of anxiety, and self-awareness.
- Two teachers will present RULER at Election Day PD to whole staff.
- Program will initially be piloted in classrooms across the grade levels.
- Study group will be formed by the two teachers leading the RULER work.
- SLT and staff will work collaboratively in the development and implementation of emotional intelligence and peer leadership programs, beginning with emotional intelligence program RULER.
- All teachers will receive additional training on implementation of the program at staff meetings.
- Peer Leadership group will be developed, based on recommendations from teachers in pilot RULER classrooms.

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

- Materials for the RULER program will be purchased based on recommendations from the study group members.
- An anti-bullying curriculum was purchased for every classroom teacher, with a lending library of multi-level books about bullying available to all teachers.
- A dramatic anti-bullying program will occur in 3rd grade (based on funding from Councilman Oliver Koppell’s office), and subsequently in additional grades across the school.

B. Key personnel and other resources used to implement each strategy/activity

1. Activity 1: Two teachers who attended Yale institute
 - SLT members
 - Principal
 - Student leaders for Peer Leadership
 - Anti-bullying drama group
 - Parent Coordinator
2. Activity 2: Two teachers who attended Yale institute
 - SLT members
 - Principal
 - Student leaders for Peer Leadership
 - Anti-bullying drama group
 - Parent Coordinator

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Activity 1: Teachers' assessment to progress in social/emotional behavior issues via survey
 - Safety and Respect scores on School Survey
 - Parent feedback at PA meetings, and on SLT
2. Activity 2: Teachers' assessment to progress in social/emotional behavior issues via survey
 - Safety and Respect scores on School Survey
3. Parent feedback at PA meetings, and on SLT

D. Timeline for implementation and completion including start and end dates

1. November 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Activity 1: Development of program

November 2013

- Two teachers will attend a 4-day institute at Yale University, learning about the emotional intelligence program RULER, dealing with conflict resolution, reduction of anxiety, and self-awareness.
 - Kelly Lennon (SETSS teacher) and Jessica Stillman (5th grade teacher) will attend institute.
 - Yale institute is free of charge because of grant provided.
- Two teachers will present RULER at Election Day PD to whole staff.
 - Teachers will learn to use a Mood Meter, gauging energy level and contentment, as a tool for self-awareness.
 - Teachers will work together to create a Charter, identifying how they would like to feel at work each day, and coming to a consensus about 4 terms.
- Program will initially be piloted in classrooms across the grade levels.
- Study group will be formed by the two teachers leading the RULER work.
- SLT and staff will work collaboratively in the development and implementation of emotional intelligence and peer leadership programs, beginning with emotional intelligence program RULER.
- All teachers will receive additional training on implementation of the program at staff meetings.
 - Two teachers leading study group will share updates and provide next steps for RULER program.
- Peer Leadership group will be developed, based on recommendations from teachers in pilot RULER classrooms.

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

- Materials for the RULER program will be purchased based on recommendations from the study group members.
- An anti-bullying curriculum was purchased for every classroom teacher, with a lending library of multi-level books about bullying available

to all teachers.

- A dramatic anti-bullying program will occur in 3rd grade (based on funding from Councilman Oliver Koppell's office), and subsequently in additional grades across the school.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .											
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
X	PF Positive Behavioral Management Programs				PF RTI		X	PF Supporting Great Teachers & Leaders			

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults			
Review Type:	QR	Year:	2013
		Page Number:	7
		HEDI Rating:	Developing

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
X	6.2 Welcoming environment	X	6.3 Reciprocal communication
X	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By January 2014, AmPark will receive a 70% signed response indicating that parents have read and discussed the contents of the AmPark Family handbook with their children, resulting in a score of at least 0.2 above the city average for parents in the area of Communication on the 2014 survey.	

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).	
A. Strategies/activities that encompass the needs of identified subgroups	
Activity 1: Building partnerships September 2013 – June 2014	
<ul style="list-style-type: none"> • PA monthly meetings • PA meetings will be repeated the following morning • Parent volunteer training by Parent Coordinator 	
Activity 2: Events to build open communication	
<ul style="list-style-type: none"> • Principal breakfast (Conversation and Coffee with Christine) • Monthly Family • SLT meetings • Parent teacher conferences • CCLS Parent workshop 	

- School events: Meet & Greet (August), Curriculum night (October), Wellness In the Schools (WITS)

Activity 3: Communication with families

- AmPark Parent Handbook
- Weekly AmPark Owl
- Volunteer opportunities are communicated monthly and weekly
- Monthly postings of the school calendar
- Daily parent access to Parent Coordinator during school hours
- Updates to Parent Association website
- Monthly teacher grade-level newsletters
- Student interest surveys
- Class parents organize and facilitate communication

B. Key personnel and other resources used to implement each strategy/activity

Activity 1: Principal, Classroom and support teachers, Parents and PA, Parent Coordinator

Activity 2: Principal, Classroom and support teachers, Parents and PA, Parent Coordinator

Activity 3: Principal, Classroom and support teachers, Parents and PA, Parent Coordinator

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Feedback at PA meetings
2. Analysis of percentage of returned letters from Parent Handbook, signed
3. School Survey results and Attendance at school events for families

D. Timeline for implementation and completion including start and end dates

1. Activity 1: September 2013 – June 2014
2. Activity 2: September 2013 – June 2014
3. Activity 3: September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Activity 1: Building partnerships

September 2013 – June 2014

- 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

Activity 2: Events to build open communication

- Principal breakfast (Conversation and Coffee with Christine) will occur monthly for parents and families
- 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 Parent workshops, facilitated by teachers
- School events: Meet & Greet (August), Curriculum night (October), Wellness In the Schools (WITS): demonstrations by chef, with families invited

Activity 3: Communication with families

- AmPark Parent Handbook distributed at Meet & Greet in August, and first week of school, with page for signature confirming discussion of

contents with students

- Weekly AmPark Owl is backpacked to families, with updates from principal, PA and Parent Coordinator
- Volunteer opportunities are communicated monthly and weekly via PA correspondence/ emails.
- 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
- 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

1.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X Non contractual services/ Parent Involvement	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X Non-contractual services/Parent Involvement	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Reading Recovery Reading Rescue (delivered by paraprofessionals) 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.)	2-day-a-week Guidance Counselor: one-on-one guidance, small groups 2-day-a-week Social Worker: at-risk	Small Group One-to-one	During school

	students Family Worker full-time		
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**Title I Information Page (TIP)
For School Receiving Title I Funding**

4. All elements of the *All Title I Schools* section must be completed*.
4. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
5. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

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.

High Quality and Ongoing Professional Development

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

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

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.).

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.

TA Schools Only

Use of Program Resources

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

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

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 is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your 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 your policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our 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 our school and the families. Our 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 our school community. Our school will support parents and families of 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 our school community;

Our 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. Our 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 our 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 programs. This information will be maintained by the school.

To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's programs as outlined in the School Comprehensive Educational Plan.

- support school-level committees that include parents who are members of the School Leadership Team, and the Parent Association (or Parent-Teacher Association). 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 our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- schedule additional parent meeting 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;

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

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, and Parent Association (or Parent-Teacher Association);
- supporting or hosting family events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support parents asserting leadership in education for their children. parents/guardians, grandparents and foster 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 (AmPark Owl) and web publication (PA website) 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- 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;
- 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;

II. Parent/Guardian Responsibilities:

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

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**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 10	Borough Bronx	School Number 344
School Name AmPark Neighborhood School		

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

Principal Christine Milton-McCourt	Assistant Principal
Coach Nicki Klatzko	Coach type here
ESL Teacher Bonnie Bradley-Juarez	Guidance Counselor Galia Rosenbaum
Teacher/Subject Area Zoe Kleinmann, 1st Grade	Parent Dean Parker
Teacher/Subject Area Lauren Crane, Kindergarten	Parent Coordinator Maria Correa
Related Service Provider Christopher Taharally	Other
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	332	Total number of ELLs	10	ELLs as share of total student population (%)	3.01%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input 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														
Pull-out	7	4	4											15
Pull-out	3	4												7
Total	10	8	4	0	22									

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years		Long-Term (completed 6+ years)	

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	10		3							10
Total	10	0	3	0	0	0	0	0	0	10

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

**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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

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		2	5	2										9
Chinese														0
Russian		1												1
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	3	5	2	0	0	0	0	0	0	0	0	0	10

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		1												1

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

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

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

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

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
AmPark Neighborhood School uses TCRWP to assess our students' early literacy skills. These assessments include running records (with miscue analysis, and assessment of comprehension, fluency and accuracy), sight words, letter recognition and sounds, and writing baselines). Based on the results of the data we make informed decisions on what modalities to focus on while supporting our ELLs. Writing baselines offer insights into grammatical and structure strengths and next steps, as well as use of language. Running records as of October 2013 for grades K-2 show ELL students averaging below grade level (1.42 out of 4). As a result, students receive additional support in comprehension, fluency and word-solving skills.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
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 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 build vocabulary and develop language acquisition skills.
During pull-out sessions, students expand upon classroom studies using scaffolded, content based lessons that explicitly address vocabulary and imbedded grammar.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Due to a change in NYSESLAT score reporting, we are waiting for more information to inform our decisions.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?At this time our ELL population has not yet moved into the mandated testing grades, but we continue to monitor ELL progress with TCRWP, meeting with classroom teachers and the ESL teacher to best serve each student.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Our school uses the RTI framework starting with the administration of the Home Language Survey completed with the ESL teacher at registration. With this information the ESL teacher is immediately able to uncover factors that may influence the student's English language learning process, thereby allowing this information to guide instructional choices. When school begins, children are given a baseline literacy skill assessment (TCRWP) to see if the student is meeting grade level benchmarks and the Lab-R to measure language proficiency. If the student is flagged as at-risk or below benchmark on any particular skill or competency, he/she receives this targeted support by the ESL teacher in coordination with their classroom teacher.
AmPark provides strong core (tier1) instruction both in the general education and ESL classroom. Students and teachers jointly construct knowledge working in small groups and individually to foster communication skills and teamwork. Students are participating in rigorous academics and receiving targeted instruction at all times. We also have a strong art and music program that allow all students to know the world through musical thinking and spatial representation which, according to Howard Gardner, are part of our seven distinct intelligences. The ESL teacher, Bonnie Bradley-Juarez uses the students' strength of these intelegences, a profile of intelligences to influence the curriculum choices to best reach each child in their language development. This Tier II instruction is used with each student needing extra attention or a "double dose" of instruction in the areas of need identified. Where needed some students move on to Tier III instruction for intensive and individualized instruction in a small group or 1:1.
6. How do you make sure that a child's second language development is considered in instructional decisions?
At registration all families are informed of their intruotional choices in the NYC schools and are shown a video. We also explain the options of dual language, transitional bilingual or free standing ESL to parents as they complete the home language survey. If a

parent is interested in a particular program they select it on their parent choice form and we do our best to accommodate the parent's choice.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Annually we assess the effectiveness of the program we have for ELLs by examining the NYSESLAT and our students' overall academic progress.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

At the time of registration all families who are new to the New York City Public Schools are given the Home Language Survey (HLIS) and an informal oral interview is conducted in English or in their native language. Bonnie Bradley-Juarez, the ESL teacher, conducts the informal interview and helps families fill out the HLIS. She is bilingual in English and Spanish and therefore able to help many families without a translator, but if translation into another language were required, we would contact the Office of Translation for assistance.

All students identified, based on the HLIS, as eligible to take the Lab-R are administered the exam within the first 10 days of their first attend date at our school. The Lab-R is administered by Bonnie Bradley-Juarez, the ESL teacher. We also administer the Lab-R in Spanish to students requiring it.

This year we had 8 students eligible to take the Lab-R who were tested in the first 10 days of arrival to school. Based on the Lab-R scores, we have four new students and six continuing 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 including (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 letters and Parent Survey and Program Selection forms are distributed and returned to the school. Entitlement letters are generated in both English and
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.

We have a number of structures in place to ensure that parents understand all three program choices offered to ELLs including (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 programs choices offered by the New York City Department of Education. We utilize the EPIC kits to facilitate these sessions. This year, as in past years, all of our ELL parents chose a free-standing ESL program. Our ESL teacher, Bonnie Bradley-Juarez, ensures letters and Parent Survey and Program Selection forms are distributed and returned to the school. Entitlement letters are generated in both English and Spanish where required.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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 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 also filed in our ESL binder and in the student's cumulative folder.

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.

Based on the selections made on the Program Selection form by the parents of our students who did not test proficient on the Lab-R, our school accomodates students into either ESL instructional programs or into transitional bilingual or dual language. Entitlement letters that have been sent home at the beginning of the academic year inform parents of their child's eligibility. This year as well as last year, our parents have all chosen ESL for their child and our ESL teacher, Bonnie Bradley-Juarez meets with each child for their mandated number of minutes per week; 180minutes for advanced and 360minutes for intermediate and beginning students.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

In the Spring the NYSESLAT exam is administered to all ELL students. The speaking section is individually administered to students by Bonnie Bradley-Juarez, the ESL teacher. The Listening section is then administered by the ESL teacher to students of the same level in small groups. On a separate day, the Reading section is administered in the same fashion as the Listening modality. Finally, the Writing section of the NYSESLAT is administered to the same small groups on a different day. Any make-up exams are administered by Bonnie Bradley-Juarez before the deadline to hand in the exams.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)

In the past three years, all of our parents have chosen ESL for their children. In 2011-12 we had 15 ESL students, 2012-13 we had 13 ESL students and this year, 2013-14 we have 10 ESL students. The parents/legal guardians of these students were presented with the three program options and many chose Freestanding ESL. Three parents chose dual language as their first choice. But as there were not a sufficient number of requests for dual language to start a class AmPark maintained the freestanding ESL program. Based on parent selection, AmPark's Freestanding ESL program is directly aligned to the parent requests. students whose parents requested a bilingual or a dual language program were sent to the website ELLProgramTransfers@schools.nyc.gov. We also maintain a record of those students whose parents requested bilingual programs. If there are 15 or more students with the same home language, and in the same or two contiguous grades, then the school will open a bilingual program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Our Freestanding ESL program is a combination Pull-out, Push-in program. Bonnie Bradley-Juarez, the part-time, licensed ESL teacher works collaboratively with the classroom teachers providing scaffolded language support for ELLs in their classrooms and providing differentiated instruction in small groups. She uses many ESL techniques from TPR (Total Physical Response) for recent arrivals to an art based method of language learning through making models, collages and drawing. Our school follows the balanced literacy model and this is supported by a part-time 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 centers and independent reading and writing. Students are actively engaged in studio art, music, science and drama. Our school also uses the TERC math program and has a part-time math coach to support student learning.

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)?

Our 10 mandated ESL students are served by our licensed, part-time ESL teacher, Bonnie Bradley-Juarez. As per CR Part 154, Ms. Juarez meets with her 3 beginning/ Intermediate students for 360minutes per week spread out over the three days she works at AmPark Neighborhood school. She meets with her other 7 Advanced students 180minutes per week also spread out over the three days she is working at AmPark.

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

Using the RTI Framework, our Freestanding ESL program uses a Tier II small group focus, closely following the Common Core

Learning Standards for ESL and collaborating with classroom teachers to keep out-of-classroom content aligned with in-classroom content studies. For instance in the second grade unit study of birds, the ESL teacher aligns her curriculum to incorporate the related vocabulary and grammar studies embedded in the content being studied by the second grade students.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
We evaluate our ELLs in English development using TCRWP through out the year, as we do not have a dual-language or transitional bilingual program at this time.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Both classroom teachers and the ESL teachers evaluate students through out the year using a series of checklists and TCRWP which is uploaded onto a shared database called the TC Assessment Pro.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

AmPark's ELL pull-out, push-in program seeks to best accommodate the needs of each student in the program. At this time all of our ELLs are newcomers. Bonnie Bradley-Juarez, the ESL teacher makes an individual plan for each student based on the data provided by assessments. The goal is to provide the students receiving services with the tools to comprehend and produce language on their own to become proficient. Scaffolding in the form of vocabulary and grammar aids are provided to each student for use within their classroom and conferencing with classroom teachers and the ESL teacher assures that the content being studied in lessons is complementary to the ESL pull-out lesson content. All lessons are aligned to the common core and address English as a Second Language standards. The initial lessons are heavy on phonics and the embedded meaning of everyday language used in the classroom. Later in the year, lessons focus more on reading and the content being taught in grade-wide unit studies in addition to the phonics and grammar.

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

Throughout the year, both language objectives and content objectives are addressed both in and out of the classroom. Hands on activities are always encouraged to activate all of the senses: hearing, vision, touch, smell and taste. Language imprinting becomes more permanent with memories created with multiple senses. The ESL teacher works with the classroom teachers to ensure that ELLs have multiple entry points in a lesson. Our Teacher's College balanced literacy coach and TERC math coach train teachers as well on how to differentiate the curriculum for ELLs.

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

To best serve our ELL-SWDs Ampark Neighborhood school providers try to schedule time with students during literacy and math periods where the most language scaffolding is required. The SETTS team, Kelly Lennon and Chris Taharally work with the ESL teacher, Bonnie Bradley-Juarez, the Speech teachers, Shira Pritzker and Monica Esquivia, the OT teacher, Sarah Lowenthal, the PT teacher, Kathleen Apaciao and the AP teacher, Jackie Harchaoui in the beginning of the year to formulate a schedule. Through out the year providers work with classroom teachers to make sure that grade level standards are being met and that the curriculum aligns with the New York City Standards and the Common core. There are common prep periods built into the day for teachers to plan and explore student progress as a team. Students are grouped by grade and ability level depending on content area or task at hand.

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		
Native Language Arts:			

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

Social Studies:				
Math:				
Science:				

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

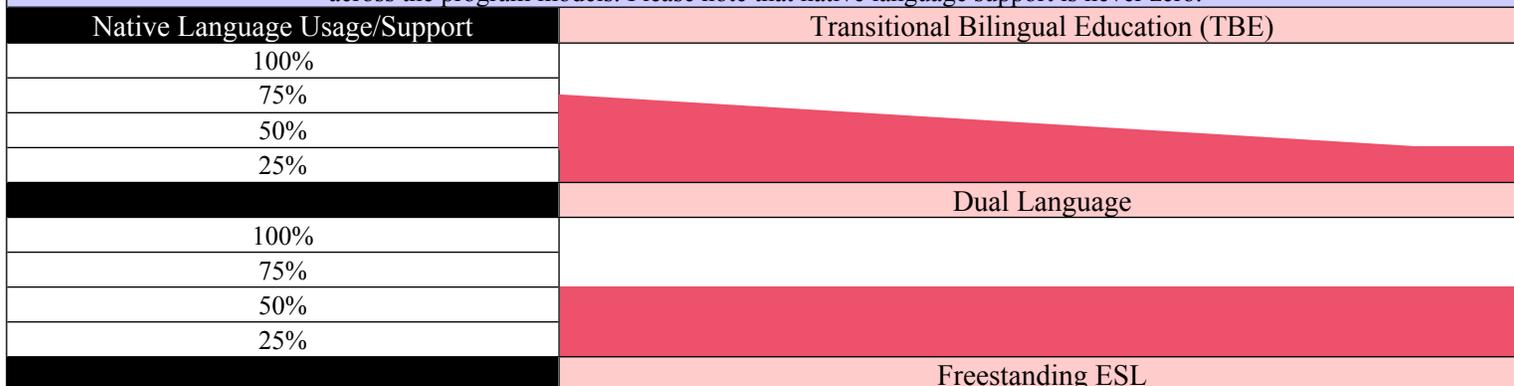
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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.

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

Our current program is a Pull-out/Push in model that meets the needs of our ELLs both in content and language by scaffolding their learning experiences in their classrooms and supplementing needed vocabulary and language skills in small group settings. This program style has been proven effective each year by an increase in NYSESLAT scores across the board. Last year 4 of the 12 students in the program tested out as Proficient.

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

In the consideration of programs for the upcoming year, we always consult the parent choice surveys and study the data from our TCRWP to see if there are any new patterns or need for improvements.

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

At this time we will continue our Push in/Pull out program for ELLs.

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

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.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Each classroom has a fully stocked library with books on many levels. In classrooms with ESL students, there are also books available in the students' native languages and access to several classroom computers. Students use many online resources to encourage language acquisition as well as to study content area topics.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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. There are also several staff members available to support children in their native language when required.

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.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All of our ELLs are supported throughout the day by Bonnie Bradley-Juarez, the ESL teacher, their classroom teachers and para professionals. Two of our students have a bilingual para professional with them for part of the day and our three ELLs with disabilities are supported by our SETTS team: Christopher Taharally and Kelly Lennon. Other staff who provide services to ELLs are the OT, PT, AP and Speech teachers. All services correspond to ELL's ages and grade levels as well as to their ability levels.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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.

18. What language electives are offered to ELLs?

At this time are electives are in Music and Art education.

19. For schools with dual language programs:

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

C. Professional Development and Support for School Staff

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

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.

D. Parental Involvement

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

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. In addition, our school newsletter, The AmPark Weekly Owl, we keep parents updated on events and services such as; "Ask the Psychiatrist, Spanish Public Education Event" at the Columbia University Medical Center, and workshops such as "Multi-Consulate ID event: Services and Resources for Immigrant Families" conducted by the Manhattan District Attorney's Office of Immigrant Affairs. As described above we address parents' interests and concerns in a variety of ways throughout the year.

E. Additional Information

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

Part VI: LAP Assurances

School Name: AmPark Neighborhood School

School DBN: 344

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Christine Milton-McCourt	Principal		11/14/13
	Assistant Principal		
Maria Correa	Parent Coordinator		11/14/13
Bonnie Bradley-Juarez	ESL Teacher		11/14/13
Dean Parker	Parent		11/14/13
Zoe Kleinmann	Teacher/Subject Area		11/14/13
Lauren Crane	Teacher/Subject Area		11/14/13
Nicki Klatzo	Coach		11/14/13
	Coach		
Galia Rosenbaum	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Christopher Taharally	Other <u>Related Services</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10x344 School Name: AmPark Neighborhood School

Cluster: 1 Network: CFN109

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 ESL teacher in collaboration with our Parent Coordinator, who are both fluent Spanish speakers. We also have a number of other 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 is 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 about receiving school information written in English or in their home language. Most families are comfortable with English correspondence, but several families requested that their information be sent home in Spanish. All school notices, including the AmPark Owl newsletter is sent home in English and 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 are 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.