



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):	10X344
School Name:	AMPARK NEIGHBORHOOD SCHOOL
Principal:	CHRISTINE MCCOURT MILTON

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: AmPark Neighborhood School School Number (DBN): 10X344
School Level: Elementary Grades Served: K-5
School Address: 3981 Hillman Avenue Bronx, NY 10463
Phone Number: 718-548-3451 Fax: 718-581-2411
School Contact Person: Christine McCourt Milton Email Address: cmccourt@schools.nyc.gov
Principal: Christine McCourt Milton
UFT Chapter Leader: Zoe Kleinmann
Parents' Association President: Dawn Howard / William Byrd Co-Presidents
School Leadership Team
Chairperson: Aldina Kennedy / Zoe Kleinmann Co-Chairpersons
Student Representative(s): N/A

District Information

District: 10 Superintendent: Melodie Mashel
Superintendent's Office Address: One Fordham Plaza Bronx, NY 10458
Superintendent's Email Address: mmashel@schools.nyc.gov
Phone Number: 718-741-5852 Fax: _____

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Chris Groll
Network Number: 109 Network Leader: Maria Quail

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Christine McCourt Milton	*Principal or Designee	
Zoe Kleinmann	*UFT Chapter Leader or Designee	
Dawn Howard	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Doris Gordon	CBO Representative, if applicable	
Ina Gallon	Member/ Teacher	
Jennifer Gross	Member/ Teacher	
Caitlin Cargill	Member/ Teacher	
Natasha Perez	Member/ Teacher	
Lauren Pane	Member/ Teacher	
Aldina Kennedy	Member/ Parent	
Marilyn Wolff Diamond	Member/ Parent	
Beth Stonick	Member/ Parent	
Carol Kassel	Member/ Parent	
Berhanu Zerfu	Member/ Parent	
Joanna Ross	Member/ Parent	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

AmPark's mission is to support our students' desire to make sense of their world by developing integrated curricula that provide opportunities to experiment, reflect, develop understandings, make connections and become active participants in their own learning. Students are expected to become independent problem solvers who use a variety of strategies and approach problems from multiple perspectives.

Our curricula reflects themes based on student interests, incorporating the arts while at the same time aligning to the standards we strive to help each of our students meet. Teachers and administrators grow professionally in a collaborative environment where best practices are learned and shared.

As a result, the entire AmPark community embraces the spirit of inquiry: seeking information by questioning, engaging in self- and peer-assessment, and developing next steps in an effort to grow.

- Parent involvement: AmPark parents are involved at multiple levels, including planning and running school events, fund-raising across the year, book-making for early childhood classrooms, volunteering as class parents, and attending in-class celebrations.
- AmPark's progressive education beliefs are reflected in: project-based learning, music, drama and art infused into integrated units (and every class has music and art weekly); student choice and voice evident throughout curriculum and instruction.
- AmPark is a school of choice that utilizes a lottery system.
- After school: Roads to Success program includes step dancing, homework support, cultural studies, video production, and presentations to parents and staff at celebrations; Clubs facilitated by teachers and artists include chess, musical production (directed by teachers), crafts, Inside Broadway musical production.
- AmPark adopted the Teachers College units of study, resulting in a CCLS-aligned curricula in Reading and Writing. In grades 3 -5, Social Studies units are used in conjunction with the TC units. Balance of informational and literary texts is emphasized throughout the yearlong calendar. Throughout a variety of contexts (including close reading, read aloud and mini-lessons), developing text-based answers and writing from sources are modeled by instructors. Students are provided with guided practice, resulting in increased independence in their application. Our TC consultants demonstrate layers of instruction (whole-class mini-lesson, small group instruction, etc.) that incorporate higher order thinking skills. Lab sites are established, providing teachers with guided practice and actionable feedback.
- EngageNY Math is the platform for Math instruction across the grades. This decision was based on student data and teacher feedback, indicating that the TERC Investigations curriculum was not fully aligned to the CCLS. Our Math consultant facilitates implementation of the modules, and provides ongoing support in the refinement of academic tasks, providing multiple entry points for all students.

- A consultant from Staff Development Workshops, Inc. spent three days providing professional learning for all teachers in the areas of: providing multiple entry points so that all students may access curricula and creating assessment tools.
- Science instruction includes the use of centers, engaging students in a range of learning experiences within a focus area. Connections to reading, writing, speaking, listening, and math provide students with transfer opportunities in the content areas. Academic vocabulary is infused into discussions, writing tasks, and text choices.

Impact to date:

- As of October 31st, the school-wide percentage of students performing at benchmark levels 3 and 4 across grades: 54.6%
- State Math exam data shows that 50% of students met State standards, compared with 36.8% in 2013. The City average for 2014 was 39% and the District average was 36%.
- State ELA exam data shows that AmPark students maintained 47% proficiency from the 2013 exam. The City average for 2014 was 30% and the District average was 18%.

DTSD tenets: AmPark has made the most progress in Tenet 3.2. Our PSFQR feedback stated:

Provide pedagogical support, materials, and professional development to teachers to implement curricula aligned to Common Core Learning Standards, and that incorporate the instructional shifts. Further develop a plan for delivery and instruction for all students including students with diverse learning needs.

AmPark had a QR on December 2nd, and we received a Proficient rating in Curriculum, with our reviewer citing evidence of PD and curricula aligned to the CCLS, with evidence of the instructional shifts. Also noted was abundant evidence of multiple entry points for students.

Based on QR feedback, our focus this year will include: improvement in providing actionable feedback to students in a formalized manner; continued development of multiple entry points, with an additional emphasis on enrichment for students performing above grade-level; developing additional supports for ELLs.

School Configuration (2014-15)					
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	378	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	3.9%	% Attendance Rate			93.6%
% Free Lunch	41.3%	% Reduced Lunch			9.6%
% Limited English Proficient	3.0%	% Students with Disabilities			11.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			12.3%
% Hispanic or Latino	59.6%	% Asian or Native Hawaiian/Pacific Islander			6.9%
% White	18.7%	% Multi-Racial			2.4%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.22	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			N/A
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			10.5%

% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)	9.06
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	47.0%	Mathematics Performance at levels 3 & 4	49.6%
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 (2012-13)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	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	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	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	YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3: <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E
Part 1b. Needs/Areas for Improvement: <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. 		
<ul style="list-style-type: none"> DTSDE 3.2 and 3.3: Our December 2nd, 2014 Quality Review resulted in an Effective rating in QR Indicator 1.1, Curriculum. DTSDE 3.4: QR Indicator 4.2, Professional Collaboration, was identified as our Area of Celebration at our QR debrief session. DTSDE 3.5: Assessment: Teachers provided exemplars of assessment tools, data, and revisions to lessons and units to show alignment with the CCLS. Assessments include rubrics, checklist, progressions, student self-assessments, peer assessments, and other summative and formative assessments. On our PFSQR, AmPark received a Proficient rating in Teacher Practice and Decisions, with a suggested next step of focusing on using summative and formative assessment data to make adjustments to instruction that meet the needs of all students, including students with disabilities. <p>Practices:</p> <ul style="list-style-type: none"> Classroom teachers use Teacher College Assessment Pro to gather and analyze literacy data. TC Consultants provide support in the use of Assessment Pro and analysis of data. iReady diagnostics are used to identify next steps for students, including the lowest third in each grade. Teachers develop diagnostic, formative and summative assessments, using TC progressions, checklists 		

and rubrics as platforms.

- Student work is analyzed in order to identify groups of students in need of support.
- Students are assessed before, during and at the conclusion of units of study.
- Teachers examine student work during PL team meetings, and use data to adjust instruction.

Part 2 – Annual Goal

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

By June 2015, classroom teachers will participate in a minimum of 6 CCSS-focused Math professional development sessions, resulting in June math data reflecting a 10% increase from September in the number of students at rubric levels 3 and 4, based on EngageNY module baseline and endline assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><u>Activity 1: Professional Development</u></p> <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 multiple entry points throughout integrated, CCLS-aligned units, including assessments and tasks, using EngageNY units as a platform. Units will be recorded on Google docs 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 engage in Guided Math PD in September, with a focus on development of multiple entry points to meet students’ diverse learning needs. • Teachers will develop diagnostic, formative and summative assessments. • Consultant will provide feedback on the development of units between sessions via email. 	<p>Targeted Population: All students</p>	<p>Timeline: September 2014 – June 2015</p>	<p>Principal, Assistant Principal Advance Coach, Grade band instructional leaders, Lehman consultant (Math), Network support person (Math), Guided Math consultant</p>

<ul style="list-style-type: none"> Teachers will engage in math professional development lab sites with consultants for upper grade and early childhood grades. Principal and Assistant Principal will attend PD sessions with Network 109, and at the school with consultants. 			
<p><u>Activity 2: Evaluation of student work and adjustments to instructional support</u></p> <ul style="list-style-type: none"> 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, and revise units and lessons. In grades 3 – 5, identified students will receive additional instructional support from an AIS support teacher. Before-school enrichment Math program for upper grade students, with training for peer-to-peer tutoring. 	<p>Targeted Population: All students</p>	<p>Timeline: September 2014 – June 2015</p>	<p>Principal, Assistant Principal, Advance Coach, Grade band instructional leaders, Lehman consultant (Math), Network support person (Math), Guided Math consultant</p>
<p><u>Activity 3: Instructional Team</u></p> <ul style="list-style-type: none"> A school Instructional Team will be identified, with a representative from each grade band, K/1, 2/3 and 4/5. 1 or more common preps are built into the schedule for every grade. Teachers have professional learning (Mondays) and collaboration (Tuesdays) time each week to focus on Inquiry and unit development. Schedules will be created to allow all classroom teachers to attend PD sessions when Lehman, Guide Math and Network consultants are at the school. 	<p>Targeted Population: All students</p>	<p>Timeline: September 2014 – June 2015</p>	<p>Instructional Team, Principal, Lehman consultant (Math), Network support person (Math), Guided Math consultant</p>
<p>Trust-building:</p> <ul style="list-style-type: none"> By building teams and providing grade-wide and cross-grade professional learning opportunities, teachers will be able to identify and express their learning needs in a safe environment. Administrators participate in meetings and lab sites, contributing to a common language and purpose for the whole community. 			

Part 4 – Resources Needed

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

- Lehman College Consultant, Instructional Team, EngageNY modules, math activity materials (manipulatives, etc.), common preps, Tuesday Collaboration sessions, Monday PL sessions

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

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

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

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 Google docs to ensure multiple entry points and alignment with CCLS

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- 5.4: Only 78% of teachers agreed on the 2013-14 School Survey that order and discipline are maintained at AmPark. Therefore, we have expanded our RULER approach to social/emotional learning (RULER = Recognize, Understand, Label, Express, Regulate) program to every class in the school, after piloting the program last year. We are also working on expanding our anti-bullying awareness efforts to our parents through PA meetings and workshops.
- 5.1, 5.2, 5.3, 5.5: During our Quality Review on December 2nd, it was noted that AmPark currently has an effective social/emotional program that fosters proactive, preventive efforts school-wide.
- At our PFSQR, AmPark received a Proficient rating in Family and Community Engagement.
- Based on parent, student and teacher feedback on the 2013-14 school year pilot of the RULER program in four classrooms, AmPark has widened the scope of the emotional intelligence program with support.
- Emotional Intelligence Inquiry team: Teachers who piloted RULER program worked in a study group: How can incorporating emotional intelligence strategies into the school day impact student learning in other areas?
- Parent feedback: 15% of parents on the 2014 School Survey indicated that “students are harassed or bullied by other students.”

Partnerships:

- “Making Books Sing” provides interactive anti-bullying drama workshops for all grades.
- Partnership with the Amalgamated Park Reservoir community includes student involvement with the

Naturally Occurring Retired Community (NORC) members through two collaborative craft projects; intergenerational initiative - entertaining senior citizens at St. Patrick's home, led by music teacher

- Partnerships with Audubon Society for bird theme study in 2nd grade

Part 2 – Annual Goal

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

By June 2015, a minimum of 50% of teachers will engage in RULER approach / Emotional Intelligence program, resulting in a score of at least 0.2 above the city average for parents in the School Culture score on the School Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Activity 1: Development of program September <ul style="list-style-type: none"> • Staff who attended 4-day institute at Yale University, and staff who participated in pilot of RULER approach / Emotional Intelligence program in 2013-14 presented data at September PD sessions, and coach teachers who are participating for the 2014-15 school year. • Monday professional learning sessions will include time throughout the year for teachers leading and participating in the RULER program to share and further PL. • SLT and staff will work collaboratively in the development and implementation of Emotional Intelligence program connection to home and community, including a parent workshop. • All teachers will receive additional training on implementation of the program during Monday PD sessions. • Lab sites will be developed for teachers new to RULER / EI program. • Two teachers who attended Yale, plus pilot teachers, presented RULER at September PD to whole staff. <ul style="list-style-type: none"> - Teachers will learn to use a Mood Meter, gauging 	Targeted Population: All students	Timeline: September 2014 – June 2015	Two teachers who attended Yale institute; Teachers who will begin RULER in classrooms; SLT members; Principal; Assistant Principal; Anti-bullying drama group; Parent Coordinator

<p>energy level and contentment, as a tool for self-awareness.</p> <ul style="list-style-type: none"> - Teachers will create a Charter with their students, identifying how they would like to feel at school each day, and coming to a consensus about how to address conflict. • Program will be continued in classrooms across the grade levels. 			
<p>Activity 2: Developing materials for support of social and emotional health</p> <ul style="list-style-type: none"> • 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, interactive anti-bullying drama program will occur in grades K – 5. <p>Activity 3: Addressing Parent Needs</p> <ul style="list-style-type: none"> • Based on School Survey feedback, parents wish to have bullying and student-to-student harassment addressed more adequately. All parents are notified in the weekly AmPark Owl, at PA meetings, and in PA email blasts about the interactive anti-bullying workshops taking place in every classroom. • The RULER approach is discussed at PA and SLT meetings, and in weekly AmPark Owl editions. • A RULER workshop for parents took place in the evening last school year, and another workshop will take place this school year. 	<p>Targeted Population: All students</p>	<p>Timeline: September 2014 – June 2015</p>	<p>Two teachers who attended Yale institute; Teachers who will begin RULER in classrooms; SLT members; Principal; Assistant Principal; Anti-bullying drama group; Parent Coordinator</p>
<p>Trust-building:</p> <ul style="list-style-type: none"> • Use of the RULER approach will build trust between students, teachers, administrators and parents as charters are developed with students, identifying how the class wants to feel each day, and committing to the behaviors and strategies that will support those feelings. • RULER includes a Mood Meter, where student and staff (and parents at home) can self-identify their feelings in relation to ‘pleasantness’ and ‘energy’, and use prompts and strategies to modify their moods as needed. • RULER provides a common language for all constituents. 			

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Part 4 – Resources Needed

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

Inquiry group teachers; classroom and cluster teachers; RULER program materials; PL sessions on Mondays; Collaboration sessions on Tuesdays

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

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

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

1. Activity 1: Teachers’ assessment of progress in social/emotional behavior issues via survey (frequency of behavior issues; effectiveness of conflict resolution)
 Safety and Respect scores on School Survey (decrease from 15% of parents who stated that students are ‘bullied and harassed’ at school in 2014; increase from 76% of teachers who believe “order and discipline are maintained” at the school)
 Parent feedback at PA meetings SLT meetings, indicating increased parent feedback about safety issues at AmPark
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

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- Our December 2nd QR rating for Teacher Collaboration was Proficient, and was our Area of Celebration.
- DTSDE 4.2: Our December 2nd Quality Review resulted in a Proficient rating in QR Indicator 1.2, Pedagogy.
- DTSDE 4.3: QR feedback included the need to better address the needs of ELLs through appropriate tasks, and expand the multiple entry points to better include students performing above grade-level.
- DTSDE 4.4: QR feedback noted, based on student and teacher meetings, a safe environment for learning at AmPark. Engagement level was noted across grades and classrooms.
- DTSDE 4.5: PFSQR feedback from Spring 2014 rated AmPark Effective in 4.5.

Part 2 – Annual Goal

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

By June 2015, classroom teachers will develop and utilize diagnostic, formative and summative reading assessments, and use data to adjust curriculum, resulting in June reading benchmark data reflecting a 10% increase from September in the number of students at benchmarks 3 and 4, based on Teachers College running records.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> - Research-based instructional programs, professional development, and/or systems and structures needed to impact change - Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). - Strategies to increase parent involvement and engagement - Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><u>Activity 1: Professional Development</u></p> <ul style="list-style-type: none"> • Teachers will engage in ten professional development sessions with TC consultants across the 2014-15 school year. The focus will be development of integrated, CCLS-aligned units, including multiple entry points, assessments and tasks. Units will be recorded in Google docs, allowing teachers access to curriculum in order to revise collaboratively. • Teachers will engage in meetings with TC consultants to support the use of TC units to design Literacy curriculum, focusing on strategies to develop multiple entry points for all learners.. • Teachers will develop diagnostic, formative and summative assessments, using TC progressions and rubrics as platforms. <ul style="list-style-type: none"> - 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. • Consultants will provide feedback on the development of units, entry points, 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 and Assistant Principal I.A. will attend PD sessions at TC. 		<p>September 2014 – June 2015</p>	<p>Principal, Assistant Principal, Advance Coach, Grade band instructional leaders, TC consultants (Literacy: K-2 and 3-5), SETSS teacher</p>

<ul style="list-style-type: none"> • Principal and Assistant Principal I.A. will attend PD sessions with in-school consultants. • SETSS teacher, paraprofessionals and service providers will attend PD sessions with teachers in order to align practice and focus on multiple entry points. • Consultant workshops will include: <ul style="list-style-type: none"> - 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 			
<p><u>Activity 2: Evaluation of student work and adjustments to instructional support</u></p> <ul style="list-style-type: none"> • Teachers will use checklists and rubrics to assess student progress based on diagnostic, formative and summative assessments. <ul style="list-style-type: none"> - 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. • In addition to classroom teacher support, identified students will receive intervention from RTI teacher who will focus on small group instruction. • Teachers will adjust curriculum, including identification of multiple entry points for students, in order to address assessed needs of students. • Student work will be analyzed in order to identify groups of students in need of support. <ul style="list-style-type: none"> - 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. 		September 2014 – June 2015	Principal, Assistant Principal, Advance Coach, Grade band instructional leaders, TC consultants (Literacy: K-2 and 3-5), SETSS teacher
<p><u>Activity 3: Instructional Team</u></p> <ul style="list-style-type: none"> • A school Instructional Team, including Grade band Instructional Leaders, will be identified to support ongoing PD for teachers, and participate in professional learning opportunities. • A school Instructional Team will be identified <ul style="list-style-type: none"> - Team will consist of teachers from grade bands K-1, 		September 2014 – June 2015	Principal, Assistant Principal, Advance Coach, Grade band instructional leaders, TC

<p>2-3 and 4-5.</p> <ul style="list-style-type: none"> - 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. 			<p>consultants (Literacy: K-2 and 3-5), SETSS teacher</p>
<p>Trust-building:</p> <ul style="list-style-type: none"> • By building teams and providing grade-wide and cross-grade professional learning opportunities, teachers will be able to identify and express their learning needs in a safe environment. • Administrators participate in meetings and lab sites, contributing to a common language and purpose for the whole community. 			

Part 4 – Resources Needed

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

- TC Consultants, Instructional Team, TC units of study and progressions, PD calendar days and in-school lab sites, common preps, Tuesday Collaboration sessions, Monday PL sessions

Scheduling

- 1 or more common preps are built into the schedule for every grade.
- Teachers have PD (Mondays) and collaboration (Tuesdays) time to focus on Inquiry.
- Schedules will be created to allow all classroom teachers to attend PD sessions when TC consultants are at the school.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

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

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- PD will be evaluated by analyzing assessments developed by teachers,. Level 3 or above will be the goal for each grade/ teacher.
- January TC Assessment Pro data will be evaluated, and supports and enrichment will be adjusted based on results (small group AIS, iReady, conferring, texts)

- Adjustments to curriculum will be evaluated during Inquiry, with input from consultants. Units on Google docs curriculum software will be assessed using criteria from PD.
- TC Assessment Pro data will be analyzed to measure movement across benchmarks after each assessment period (Sept – Nov, Nov – Jan, Jan – March, March – Jun)

Part 6b. Complete in February 2015.

- | | | | | |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

We at AmPark believe in using a collaborative process when assessing our school.
 DTSDE 2.2, 2.3, 2.4: AmPark’s School Leadership Team (SLT) was instrumental in developing the school goals throughout a series of meetings. Team members used data and input from teachers and parents to develop SCEP goals to be included in the SSEF.

Instructional Core – Curricula/Pedagogy: Teachers collaborated during professional learning sessions to identify areas of refinement of academic tasks, with an emphasis on multiple entry points. Teachers also provided evidence of alignment of our curricula to the CCLS across content areas, and use of higher-order thinking skills in lessons and tasks.

DTSDE 2.5: AmPark’s SCEP goal concerning observations:
 By June 2015, classroom teachers will receive between four and six formative classroom observations and formative feedback with recommendations, resulting in a minimum of 70% of summative evaluation ratings at the level of Effective or Highly Effective.

This goal was chosen to ensure continued teacher effectiveness as we enter our third year using the Danielson Framework. 100% of teachers received Effective or Highly Effective MOTP ratings in the 2013-14 school year. As we welcome new colleagues and deepen our professional learning, we strive to ensure consistent exemplary teacher practice for all students by providing actionable feedback and support.

Danielson Framework:

Classroom practices reflect the strategic use of Danielson through the design of coherent instruction, effective management of student behavior, use of effective questioning and discussion techniques, engagement of students in learning, and use of assessment in instruction. Teachers coordinate their knowledge of content, students, and resources as they work across grades, with support from Network, Lehman College and TC consultants, to develop units of study aligned to the CCLS. Learning tasks include multiple entry points for groups of students. Assessment is used during instruction through the use of checklists, student turn-and-talk with teacher assessment, conferring, rubrics and other formative assessments. Integrated units of study infuse music and art into the content areas.

- Principal works with AmPark's I.A. assistant principal to norm observation practices and guide the creation of feedback for teachers.
- Feedback and ratings are reviewed, PD is tailored to meet teachers' diverse needs, and teachers will be provided opportunities to peer-evaluate, using the Danielson rubric.
- Principal's Coach will support the development of observation schedules and feedback.
- Principal and Assistant Principal will attend PD sessions with Network 109.
- Based on 2012-13 Advance data, the instructional focus areas are assessment in instruction and questioning / discussion.
- Lehman College consultant, Network team members, Staff Development Workshops consultant, and Teachers College consultants include instructional focus areas during demonstrations, lab sites, meetings, inter-visitations, and workshops.

Feedback from PFSQR: Implement a prioritized schedule of targeted and frequent observations that provides constructive feedback to staff and includes a system of accountability for continuous improvement, along with targeted ongoing support so teachers take ownership for their own professional development in identified areas.

Part 2 – Annual Goal

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

By June 2015, classroom teachers will receive between four and six formative classroom observations and formative feedback with recommendations, resulting in a minimum of 70% of summative evaluation ratings at the level of Effective or Highly Effective.

Part 3 – Action Plan

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

- Research-based instructional programs, professional development, and/or systems and structures needed to impact change
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).
- Strategies to increase parent involvement and engagement
- Activities that address the Capacity Framework element of

Target Group(s)

Who will be targeted?

Timeline

What is the start and end date?

Key Personnel

Who is responsible for implementing and overseeing the activity/strategy?

Trust			
<p><u>Activity 1: Principal will conduct all observations of classroom teachers</u> using Danielson Framework. (AmPark has no assistant principal.)</p> <ul style="list-style-type: none"> • Principal will work with new Assistant Principal and talent coach to norm observation practices and guide the creation of feedback for teachers. • Principal and new Assistant Principal will conduct an initial round of informal observations together, to provide coaching opportunities with teachers. • Feedback will be reviewed, PD will be tailored to meet teachers’ diverse needs, and teachers will be provided opportunities to peer-evaluate, using the Danielson rubric. • Principal’s Coach will support the development of observation schedules and feedback. • Principal and Assistant Principal work with a talent coach, to norm observation practices and guide the creation of feedback for teachers. <ul style="list-style-type: none"> - Principal and Assistant Principal will facilitate a Danielson workshops with teachers. - Principal, Assistant Principal and Coach will visit rooms, take low-inference notes, and code notes together. - Principal, Coach and Assistant Principal will use a template with Danielson indicators. - Rating decisions will be normed by Principal, Coach and Assistant Principal. - Principal and Assistant 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 and Assistant Principal practice. - Principal and Assistant Principal will attend PD sessions with Network 109. • Principal and Assistant Principal will conduct observations across the school year. <ul style="list-style-type: none"> - Verbal and/or written feedback will be provided to teachers. • Coach will support the development of observation schedules and feedback. <ul style="list-style-type: none"> - Coach will review Principal and Assistant Principal feedback and provide coaching. - Coach will support scheduling of observations during 		September 2014 – June 2015	Principal, Assistant Principal, Advance Coach

<p>and between visits.</p>			
<p><u>Activity 2: Principal and Assistant Principal will analyze Advance data in order to assess teacher competency ratings.</u></p> <ul style="list-style-type: none"> • Advance data will be analyzed by the Principal and Assistant Principal, and PD will be planned based on strengths and needs. • Principal and Assistant 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 • Advance data will be analyzed by the Principal and Assistant Principal, and PD will be planned based on strengths and needs. <ul style="list-style-type: none"> - Coach and facilitators will: <ul style="list-style-type: none"> -demonstrate use of Advance tools for recording observation data, and finding resources. -guide Principal and Assistant Principal in identification of strengths and next steps for teachers, and possible PD opportunities to support teachers. • Principal and Assistant 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 		<p>September 2014 – June 2015</p>	<p>Principal, Assistant Principal, Advance Coach, Grade band instructional leaders, Lehman and Guided Math consultants (Math), Network support person (Math) TC consultants (Literacy: K-2 and 3-5)</p>
<p><u>Activity 3: Principal and Assistant Principal will schedule learning opportunities</u> for teachers (based on feedback and recommendations) including sessions with Lehman College, Network, Guided Math, and Teachers College consultants, inter-visitations, and workshops.</p> <ul style="list-style-type: none"> • Lehman College professional development (PD) in creation of standard-aligned math units, with multiple entry points. • 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. • Administrators will lead whole-school Learning Walk on Election Day, with every teacher visiting every classroom to study best practices and look at student work together. • Classroom teachers will use diagnostic, formative and summative assessment data to plan units of study. <ul style="list-style-type: none"> - Teachers will visit each other’s classrooms to observe teaching practices. - Principal and Assistant Principal will video best practices and teachers will view videos, using the Danielson components to identify strengths and 		<p>September 2014 – June 2015</p>	<p>Principal, Assistant Principal, Advance Coach, Grade band instructional leaders, Lehman and Guided Math consultants (Math), Network support person (Math) TC consultants (Literacy: K-2 and 3-5)</p>

<p>next steps.</p> <ul style="list-style-type: none"> • Lehman College and Guided Math professional development (PD) in creation of standard-aligned units. <ul style="list-style-type: none"> - 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. <ul style="list-style-type: none"> - 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; sharing learning at grade and staff meetings - TC consultants will watch each teacher during literacy workshop and coach teaching practice. • Classroom teachers will use Teacher College Assessment Pro to gather and analyze literacy data. <ul style="list-style-type: none"> - 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. <ul style="list-style-type: none"> - 			
<p>Trust-building:</p> <ul style="list-style-type: none"> • Providing actionable feedback to teachers in a timely manner allows teachers to refine practice in a risk-free, supportive environment. • Danielson’s Framework for Teaching provides a common language for all staff, including administrators. As a result, teachers can participate in meaningful exchanges with administrators and colleagues around best practices and next steps. 			

Part 4 – Resources Needed

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

Advance Coach, Administrators, Advance PD materials including EngageNY and ARIS resources, scheduling of debriefing sessions

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

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

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

1. Advance teacher data: Mid-year, a minimum of 60% of teachers should be at Effective or Highly Effective
2. Advance teacher data: End of year, a minimum of 70% of teachers should be at Effective or Highly Effective
3. Quarterly analysis of units of study on Google docs to ensure multiple entry points and alignment with CCLS

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

AmPark was rated Effective for Tenet 6: Family and Community Engagement at our Spring 2014 PFSQR. Our next step was identified as: 6.4: Expand the partnerships with parents, community members and community-based organizations to increase and sustain relationships with parents to foster high expectations for student academic achievement.

At our December 2nd QR, our feedback, based on student and teacher meetings, included a strong sense of community and “family”, as reported by parents; students feeling safe and engaged; parents reporting that they are well-informed about the school

Partnerships:

- Partnership with the Amalgamated Park Reservoir community includes student involvement with the Naturally Occurring Retired Community (NORC) members through two collaborative craft and dance projects
- Intergenerational initiative - entertaining senior citizens at St. Patrick’s home, led by music teacher
- Partnerships with Audubon Society for bird theme study in 2nd grade

Communication with families

- AmPark Parent Handbook
- Principal breakfast (Conversation and Coffee with Christine)

- Monthly Family Teas include conversations about expectations
- SLT meetings
- Parent teacher conferences
- School events: Meet & Greet, Curriculum Night, Wellness In the Schools (WITS) committee meetings, etc.
- Weekly AmPark Owl communicates expectations and updates
- Monthly teacher grade-level newsletters reflect expectations for upcoming units
- CCLS Parent workshops, facilitated by teachers
- TC Assessment Pro data tracks student reading data, uploaded to ARIS for teachers and parents
- School Snapshot data presented by Principal to staff, parents (at PA meeting) and SLT
- All classroom teachers maintain assessment binders used to plan instruction, and share data with parents at meetings and during Tuesday parent communication sessions.
- Parents receive a mid-year school-wide update from Principal.

Impact:

- School Survey results: Parent sections outscored the city by a minimum of .2 in each category
- Parent use of teacher-provided exemplars: parents share with Principal and teachers the importance of having an example to work from when supporting students
- Parents report at school functions and during parent communication sessions that their understanding of expectations has increased, based on teacher-provided materials, communication, and workshops.

Students:

- Charts developed with students identify the criteria for exemplary work.
- Student exemplars are displayed and made available for students to use as mentor texts across subjects.
- Checklists and rubrics are studied with students to provide expectations throughout task completions.
- Student self- and peer-assessments provide opportunities to reflect and refine.
- Feedback to students includes conferring, small group feedback, teacher-student and peer checklists, rubric discussions, goal-setting with teachers and peers

Part 2 – Annual Goal

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

By June 2015, a minimum of three parent / community workshops will occur, with a focus on math, literacy, and emotional intelligence, resulting in a score of at least 0.2 above the city average for parents in the Systems for Improvement score on the School Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>

<ul style="list-style-type: none"> Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<p>Activity 1: Parent Involvement</p> <ul style="list-style-type: none"> PA monthly meetings with community organization representatives as keynote speakers PA meetings will be repeated the following morning Community members invited to attend SLT meetings Parent volunteer training by Parent Coordinator 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 		September 2014 – June 2015	Principal, Classroom and support teachers, Parents, PA, Parent Coordinator, CBO members
<p>Activity 2: Workshops</p> <ul style="list-style-type: none"> Math / EngageNY workshop(s) for parents and community organization members at AmPark in evening Literacy / TC workshop(s) for parents at a TC day, and for parents and community organization members at AmPark in evening Emotional Intelligence workshop(s) for parents and community organization members Class Parents trained by Parent Coordinator Development of math workshop(s) with Lehman College consultant for evening event Development of literacy workshop(s) with teacher leaders and Assistant Principal Development of Emotional Intelligence workshop(s) with pilot teachers 		September 2014 – June 2015	Principal, Classroom and support teachers, Parents, PA, Parent Coordinator, CBO members
<p>Activity 3: Communication with families</p> <ul style="list-style-type: none"> AmPark Parent Handbook Principal breakfast (Conversation and Coffee with Christine) Monthly Family Teas SLT meetings Parent teacher conferences School events: Meet & Greet (August), Curriculum night (October), Wellness In the Schools (WITS) Weekly AmPark Owl Volunteer opportunities are communicated monthly and weekly Monthly postings of the school calendar 		September 2014 – June 2015	Principal, Classroom and support teachers, Parents, PA, Parent Coordinator, CBO members

<ul style="list-style-type: none"> • Daily parent access to Parent Coordinator during school hours • 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 • AmPark Parent Handbook distributed at Meet & Greet, 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 • Updates to Parent Association website • Monthly teacher grade-level newsletters • Student interest surveys • Class parents organize and facilitate communication 			
<p>Trust-building:</p> <ul style="list-style-type: none"> • Providing workshops that give families information on the academic and social/emotional expectations for students provides a common language and an opportunity for parents to engage in community events related to student learning and behavior. 			

Part 4 – Resources Needed

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

Parent Coordinator, Principal, AP, PA executive board, Math and TC consultants, teacher leaders, EngageNY modules and materials, TC units and materials, RULER program and materials, evening and afternoon programming of workshops, child care for families in attendance

Part 5 – Budget and Resource Alignment

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

X Non-contractual Services: Parent Involvement	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

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

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

1. Feedback at PA meetings
2. School Survey results
3. Attendance at school events for families

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

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

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Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	-TC Assessment Pro data -iReady assessment data -Running Records -Writing baseline/on-demand writing -Conference notes -TC Writing Progressions data	-Close Reading / repeated readings -iReady online lessons -Interactive writing -Guided Reading/Strategy lessons -Shared reading (small group) -Reading Rescue tutoring	-Small group lessons -One-on-one conferring -One-on-one tutoring -Online instruction	-During school day -Before school day
Mathematics	-EngageNY pre- and post-module assessments -iReady assessment data -Conference notes -Formative assessment data (checklists, rubrics, exit tickets)	-Guided Math -Math strategy lessons -iReady online lessons -Math Sprints (for fluency) -Use of varied Math models -Math enrichment -Math tutoring	-Small group lessons -One-on-one conferring -One-on-one tutoring -Online instruction -Peer-to-peer tutoring	-During school day -Before school day
Science	- Pre- and post-unit Science unit assessments -NYS Science Test data -Conference notes -Formative assessment data (checklists, rubrics, exit tickets)	-Close reading of science-related texts -Shared reading and writing (small group) -Small group writing -Science centers	-Small group lessons -One-on-one conferring -Peer-to-peer tutoring	-During school day
Social Studies	- Pre- and post-unit Social Studies unit assessments (including TC units) -NYS Science Test	-Close reading of social studies-related texts -Shared reading and writing (small group)	-Small group lessons -One-on-one conferring	-During school day

	<ul style="list-style-type: none"> data -Conference notes -Formative assessment data (checklists, rubrics, exit tickets) 	<ul style="list-style-type: none"> -Small group writing -Learning centers 	<ul style="list-style-type: none"> -Peer-to-peer tutoring 	
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> -TC Assessment Pro data -iReady assessment data -Running Records -EngageNY pre- and post-module assessments -iReady assessment data -Conference notes -Formative assessment data (checklists, rubrics, exit tickets) 	<ul style="list-style-type: none"> -Reading Rescue -Guided Math -Strategy lessons 	<ul style="list-style-type: none"> -One-on-one tutoring -Small group 	<ul style="list-style-type: none"> -During school day -Before school day

10X344 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	378	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	3.9%	% Attendance Rate		93.6%
% Free Lunch	41.3%	% Reduced Lunch		9.6%
% Limited English Proficient	3.0%	% Students with Disabilities		11.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		12.3%
% Hispanic or Latino	59.6%	% Asian or Native Hawaiian/Pacific Islander		6.9%
% White	18.7%	% Multi-Racial		2.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.22	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		10.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		9.06
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	47.0%	Mathematics Performance at levels 3 & 4		49.6%
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 (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	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	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	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	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

10X344 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	378	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	3.9%	% Attendance Rate		93.6%
% Free Lunch	41.3%	% Reduced Lunch		9.6%
% Limited English Proficient	3.0%	% Students with Disabilities		11.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		12.3%
% Hispanic or Latino	59.6%	% Asian or Native Hawaiian/Pacific Islander		6.9%
% White	18.7%	% Multi-Racial		2.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.22	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		10.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		9.06
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	47.0%	Mathematics Performance at levels 3 & 4		49.6%
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 (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	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	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	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	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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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 (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	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	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	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	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

10X344 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	378	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	3.9%	% Attendance Rate		93.6%
% Free Lunch	41.3%	% Reduced Lunch		9.6%
% Limited English Proficient	3.0%	% Students with Disabilities		11.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		12.3%
% Hispanic or Latino	59.6%	% Asian or Native Hawaiian/Pacific Islander		6.9%
% White	18.7%	% Multi-Racial		2.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.22	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		10.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		9.06
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	47.0%	Mathematics Performance at levels 3 & 4		49.6%
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 (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	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	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	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	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

10X344 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	378	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	3.9%	% Attendance Rate		93.6%
% Free Lunch	41.3%	% Reduced Lunch		9.6%
% Limited English Proficient	3.0%	% Students with Disabilities		11.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		12.3%
% Hispanic or Latino	59.6%	% Asian or Native Hawaiian/Pacific Islander		6.9%
% White	18.7%	% Multi-Racial		2.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.22	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		10.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		9.06
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	47.0%	Mathematics Performance at levels 3 & 4		49.6%
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 (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	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	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	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	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

10X344 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	378	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	3.9%	% Attendance Rate		93.6%
% Free Lunch	41.3%	% Reduced Lunch		9.6%
% Limited English Proficient	3.0%	% Students with Disabilities		11.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		12.3%
% Hispanic or Latino	59.6%	% Asian or Native Hawaiian/Pacific Islander		6.9%
% White	18.7%	% Multi-Racial		2.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.22	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		10.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		9.06
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	47.0%	Mathematics Performance at levels 3 & 4		49.6%
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 (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	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	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	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	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

10X344 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	378	SIG Recipient
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# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	3.9%	% Attendance Rate		93.6%
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Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		12.3%
% Hispanic or Latino	59.6%	% Asian or Native Hawaiian/Pacific Islander		6.9%
% White	18.7%	% Multi-Racial		2.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.22	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		10.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		9.06
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	47.0%	Mathematics Performance at levels 3 & 4		49.6%
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 (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	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	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	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	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

10X344 School Information Sheet

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> - High quality professional development is addressed on pages 11 and 12 of the SCEP. - Assignments include the opportunity for teachers to 'loop' across grades, building on the foundation built from one year to the next. - Upper grade teachers are able to work in departmental programs. - AmPark has a historically high retention rate.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> - High quality professional development is addressed on pages 11 and 12 of the SCEP. - Paraprofessionals, Family Workers and School Aides attend a series of Reading Rescue day-long training sessions at Teachers College. - Principal and AP attend Network PD, Advance PD, and TC PD.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. AmPark Neighborhood School, P.S. 344, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. AmPark Neighborhood School, P.S. 344 will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the

school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

AmPark Neighborhood School, P.S. 344, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

Principal 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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	10		3							10

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	10	0	3	0	0	0	0	0	0	10
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 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 [AMAQ 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 accommodates 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. 
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 Esquiva, 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:

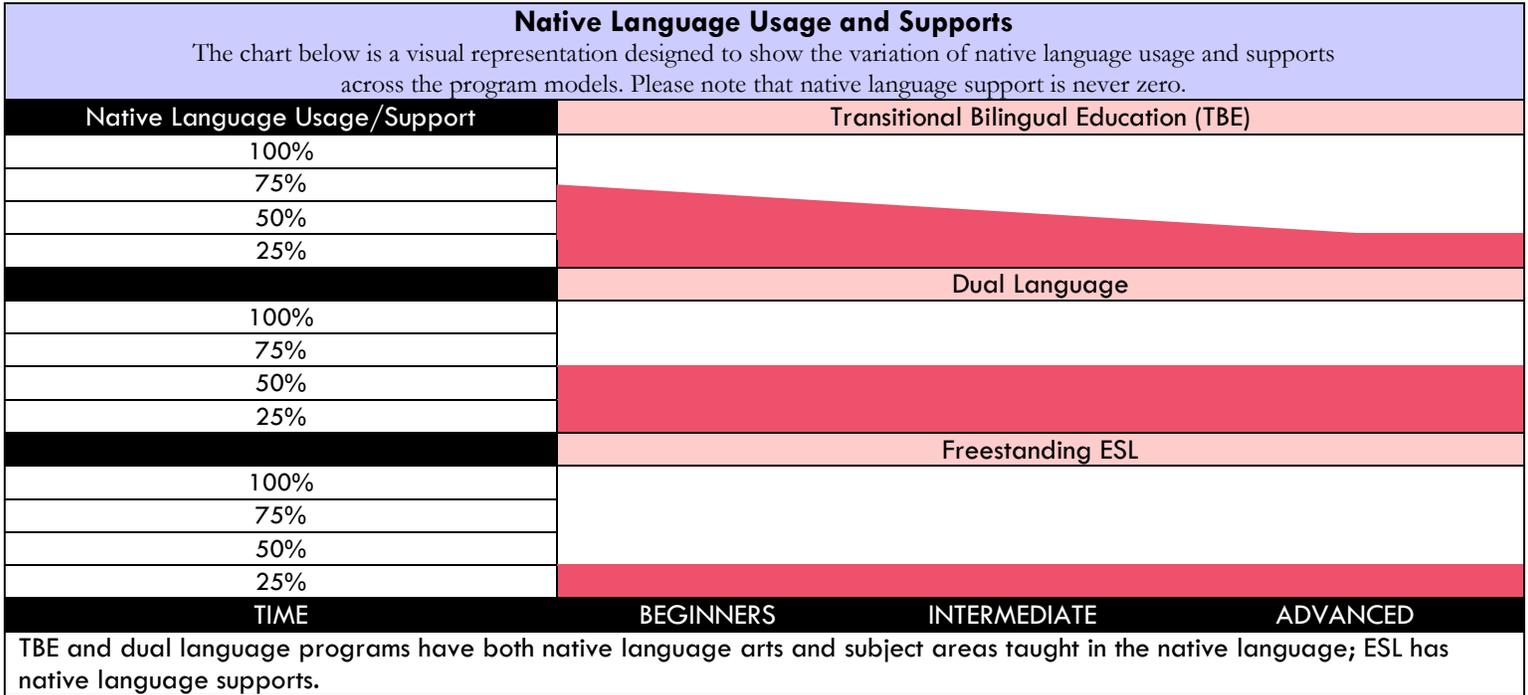
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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

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



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.