



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **10X344**

School Name: **AMPARK NEIGHBORHOOD**

Principal: **CHRISTINE MCCOURT**

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
Grades Served: K - 5
School Address: 3981 Hillman Avenue Bronx, NY 10463
Phone Number: 718-548-3451 Fax: 718-581-2411
School Contact Person: Kelly Lennon-Taharally Email Address: klennon@schools.nyc.gov
Principal: Christine McCourt Milton
UFT Chapter Leader: Zoe Kleinmann
Parents' Association President: Crystal Teron-Salas
SLT Chairperson: Carol Kasel
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

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: 718-581-2411

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: One Fordham Plaza Bronx, NY 10458
Director's Email Address: jruiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: 718-828-6280

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Christine McCourt Milton	*Principal or Designee	
Zoe Kleinmann	*UFT Chapter Leader or Designee	
Crystal Teron-Salas	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Doris Spencer	CBO Representative, if applicable	
Jennifer Gross	Member/ Teacher	
Caitlin Cargill	Member/ Teacher	
Lauren Pane	Member/ Teacher	
Natasha Perez	Member/ Teacher	
Ina Gallon	Member/ Teacher	
Beth Nelligar	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Carol Kassel	Member/ Parent	
Berhanu Zerfu	Member/ Parent	
Dean Parker	Member/ Parent	
Shanti Knock	Member/ Parent	
Jenny Mohammed	Member/ Parent	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The 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 activities and strategies that improve outcomes for students.

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

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

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is 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

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

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.

Effective School Leadership: The Principal and AP created an Instructional Cabinet, with representatives from K-2, 3-5, and Special Education. This cabinet worked together to develop our Instructional Focus (IF) for the year:

Instructional Focus: If teachers provide actionable feedback that identifies students' strengths and next steps, and coach students in specific strategies and skills, then students will be able to apply those skills and strategies independently, resulting in their ability to move across a continuum of performance in reading and writing and, over time, provide their peers with actionable feedback.

Teachers are provided with professional learning opportunities that mirror those we expect for students and all learners: explicit demonstration in lab sites with consultants; guided practice during coaching sessions; opportunities for independent practice with feedback from consultants and peers; time to share, reflect and refine.

Strong Family-Community Ties: Parent involvement: AmPark is a school of choice that utilizes a lottery system, resulting in a high level of parent commitment. In addition to our Parent Association (PA) and School Leadership Team (SLT), 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. After School: The Roads to Success program includes dancing, homework support, cultural studies, video production, and presentations to parents and staff at celebrations; clubs facilitated by teachers and artists include chess, soccer, basketball, dance, and Inside Broadway musical productions.

Supportive Environment AmPark's progressive educational beliefs are reflected in: project-based learning; music, drama and art infused into integrated units; student choice and voice evident throughout curriculum and instruction. Students are provided with guided practice, resulting in increased independence in their application.

Rigorous Instruction: Our curricula reflect 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.

AmPark implements the Teachers College (TC) units of study, resulting in Common Core Learning Standards (CCLS)-aligned curricula in Reading and Writing. In grades 3 -5, Social Studies and Science 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.

EngageNY Math is the platform for Math instruction across the grades. Supplemental materials, including math games and manipulatives, are created by teachers to lift the level of engagement.

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.

Collaborative Teachers: 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 professionally.

Our TC consultants demonstrate layers of instruction (whole-class mini-lesson, small group instruction, etc.) incorporating higher-order thinking skills. Lab sites are established, providing teachers with guided practice and actionable feedback. Teachers engage in inter-visitations.

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. Teachers collaborate in the planning of tasks and lessons.

Trust: Teachers are provided with risk-free learning opportunities. Through study groups and inquiry groups led by colleagues, teachers are able to reflect on and refine practice with each other.

This is the third year of AmPark's use of the RULER approach for social/emotional learning. Charters are developed both by classes and as a staff, reflecting how members wish to feel at AmPark, and how we will address issues. Mood meters are used to help students self-regulate. Journaling is used to create a safe place for students to express their concerns, and peer mediation supports conflict resolution.

Special Student Populations:

AmPark has a relatively small ELL and Special Education population as compared to other schools. We added a K 12:1:1 class for the 2014-15 school year, and there are currently two 12:1:1 classes at AmPark for the 2015-16 year. Our Special Education Teacher Support System (SETSS) students received a higher percentage of push-in services last year, and by adding a second full-time SETSS/Academic Intervention System (AIS) teacher for the 2015-16 school year, we have increased the provision of targeted support. In addition, our Science teacher also provides AIS for students in need of support.

10X344 School Information Sheet

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			

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <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 element of the Framework for Great Schools 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 trends and sources. <p>AmPark’s area of focus on our 2014-15 QR is: 2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels. Framework for Great Schools area of focus: Rigorous Instruction QR Findings stated: Although the use and analysis of regular assessments by teachers and students allow teachers to modify instruction and curricula to meet the learning needs of groups of students across grades and subject areas, it does not offer a clear portrait of student mastery, thereby hindering teachers’ ability to provide meaningful and actionable feedback to students across the vast majority of classrooms. QR noted practices:</p> <ul style="list-style-type: none"> - The analysis of data has allowed teachers to create supports for different groups of students. Students receive toolkits in reading, writing and math to support them with their learning needs. - The school uses common assessments from the Teacher’s College Reading and Writing Project (TCRWP) and Engage NY (Math), as well as the diagnostic, formative and summative assessments they’ve created to analyze and track students’ progress towards the goals they set. - State Science Examination data, In-house formative and summative assessment data, and Advance/observation of science lessons/teaching were used to identify strengths and next steps, create an Instructional Focus, and identify goals. 		

- Teachers share exemplars and mentor texts as well as peer assessments to support students in their understanding of what the expectations are and to support them in meeting those expectations.

QR noted next steps :

- Teacher feedback needs to be consistent across the school, providing actionable feedback in a format that leaves students with next steps for growth.

On the 2015 Preference Sheet, teachers expressed the need for a Science cluster to enhance Science instruction. In addition, the PA and SLT have expressed the desire for enrichment of Science at AmPark. Framework for Great Schools area of focus: Rigorous Instruction

DTSDE 3.2 and 3.3: Our Quality Review resulted in an Effective rating in QR Indicator 1.1, Curriculum. Framework for Great Schools area of focus: Effective School Leadership / Rigorous Instruction

DTSDE 3.4: QR Indicator 4.2, Professional Collaboration, was identified as our Area of Celebration at our QR debrief session. Framework for Great Schools area of focus: Collaborative Teachers

Part 2 – Annual Goal

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

Classroom teachers will collaboratively revisit current tasks in Science instruction in order to deepen the level of rigor and ensure higher-order thinking skills, while providing supports and extensions through multiple entry points, resulting in 60% of students achieving a Level 3 or 4 on a CCLS/NY Scope and Sequence-aligned rubric by June 2016.

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Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Activity 1:</p> <p>- Two partial Science cluster teachers will be added to staff, providing modeling for classroom teachers in implementing the new NY Science Scope and Sequence and utilizing FOSS kits across grades.</p> <p>- AIS teachers will work in small groups to support high-need students.</p>	<p>All students</p> <p>-ELL/SWD/ high-need students</p>	<p>9/15 – 6/16</p>	<p>Science cluster teachers</p> <p>All classroom teachers</p>
<p>Activity 2:</p>	<p>4th Grade students</p>	<p>9/15 – 6/16</p>	<p>4th Grade Science Teacher</p>

<p>- Our 4th grade departmental model will include a Science/Social Studies teacher, who will work out of our Science lab. The teacher will be the site of inter-visitations for colleagues who need support in implementing rigorous Science instruction and developing tasks</p> <p>- 4th grade teacher will work in small groups to support high-need students.</p>	<p>-ELL/SWD/ high-need students</p>		
<p>Activity 3:</p> <p>- In-school Science professional learning will occur during Monday PL sessions, facilitated by colleagues, with a focus on revisiting tasks to ensure rigorous Science instruction and actionable feedback. Professional Learning teams will be created across the year.</p>	<p>All students</p>	<p>9/15 – 6/16</p>	<p>Science cluster</p> <p>4th Grade Science Teacher</p> <p>Classroom Teachers</p>
<p>Trust-building:</p> <p>- By building Professional Learning 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.</p> <p>- Administrators participate in meetings and lab sites, contributing to a common language and purpose for the whole community.</p> <p>- SLT and PA representatives will be included in decision</p>	<p>All students</p>	<p>9/15 – 6/16</p>	<p>Classroom and Cluster Teachers</p> <p>SLT and PA</p> <p>Administration</p>

making around Science enrichment opportunities.			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Addition of AIS support teachers and two partial Science cluster teachers; consumable FOSS kits for labs/classroom instruction; PD sessions for implementation of Science Scope and Sequence; Scheduling for common preps; Professional Learning time on Mondays; Science libraries in lending library book room; Replenishing disposable FOSS materials; surveying parents to find resources for in-school programs; Substitutes/coverage to support lab-site/learning opportunities; Science supplemental materials (Science scope & sequence-aligned classrooms libraries, FOSS-related supplemental experiment materials); Per session activities for study groups to revisit Science tasks and unit planning

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

	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant	X	School Success Grant		Other

Part 5 – Progress Monitoring

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

1. By February 2016, 60% of students will be at a mid/high level 2, according to the CCLS/Science Scope and Sequence rubric(s)
2. Analysis of baseline Science assessments, with January post-unit reviews of movement across CCLS-aligned rubrics to measure minimum of one level of progression.
3. Analysis and comparison of student science baseline to mid-line assessment.
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 by administration of student notebooks, teacher feedback, tasks, and units of study on Google docs, to ensure multiple entry points and alignment with CCLS / Science Scope and Sequence.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>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 program (RULER = Recognize, Understand, Label, Express, Regulate) to every class in the school, after piloting the program last year. We provided a RULER workshop for our parents, where families developed an at-home Charter, similar to the class Charters utilized as one of the RULER anchors in all classrooms.</p> <p>5.1, 5.2, 5.3, 5.5: During our Quality Review on December 2 nd , it was noted that AmPark currently has an effective social/emotional program that fosters proactive, preventive efforts school-wide.</p> <p>Parent feedback: 15% of parents on the 2014 School Survey indicated that “students are harassed or bullied by other students.”</p> <p>Partnerships:</p> <p>“Making Books Sing” provides interactive anti-bullying drama workshops for all grades.</p> <p>Partnership with the Amalgamated Park Reservoir community includes student involvement with the Naturally Occurring Retired Community (NORC) members through collaborative projects; intergenerational initiative - entertaining senior citizens at St. Patrick’s home, led by music teacher.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified

priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, a Peer Mediation Team consisting of teachers in grades 2-5, a social worker, parents, and administrators, will integrate and implement new strategies and resources that will result in a 10% increase in Level 3 and 4 ratings on a Student Satisfaction Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</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). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Activity 1: Development of program - September</p> <p>- Social Worker and representative teachers from Grades 2 – 5 will create, with student</p>	<p>Grade 2-5 students</p>	<p>9/15 – 6/16</p>	<p>Social Worker</p> <p>Teachers of Grades 2 – 5</p> <p>Peer Mediation Team students</p>

<p>support, an application for a Peer Mediation Team, then review applications and select participants. Mid-year and June survey will be used to track improvement and create revisions.</p> <ul style="list-style-type: none"> - Peer Mediation Team will create a schedule for students to meet and resolve conflict. - AP and teacher who attended 4-day institute at Yale University in pilot of RULER approach / Emotional Intelligence program in 2013-14 will attend Summer 2015 Yale program, along with one additional colleague. These three staff members will oversee implementation of new anchors. - All teachers will receive additional training on implementation of the RULER anchors in their classrooms, and during Monday PD sessions. - 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 the Emotional Intelligence program 			<p>AP and Teachers who attend Yale training</p> <p>Principal</p> <p>SLT Members</p>
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<p>bullying workshops taking place in every classroom.</p> <ul style="list-style-type: none"> - The RULER approach will continue to be discussed at PA and SLT meetings, and in weekly AmPark Owl editions. - A RULER workshop for parents took place in the evening this school year, and a minimum of one additional workshop will take place during the 2015-16 school year. - Team will present at parent workshops how the needs of high-needs students are met. 	<p>-ELL/SWD/ high-need students</p>		
<p>Trust-building:</p> <ul style="list-style-type: none"> - SLT and PA will be active in the development of Peer Mediation Group expectations. - Peer Mediation Team will provide a venue for students to lead and gain experience in self-awareness and conflict resolution. - 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 	<p>All students</p>	<p>9/15 – 6/16</p>	<p>AP and Teachers who attend Yale training</p> <p>Principal</p> <p>SLT Members</p>

relation to 'pleasantness' and 'energy', and use prompts and strategies to modify their moods as needed.			
RULER provides a common language for all constituents.			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Funding for Yale PD institute (shared by school and PA); scheduling of sessions for PD on common preps and Monday PL sessions; RULER materials for every classroom; AP scheduled to model and provide follow-up support for implementation; social-emotional library resources											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Activity 1: Analysis of September in-house created Student Satisfaction Survey with Peer Mediation Team, and subsequent analysis of a mid-year survey. Teachers' assessment of progress in social/emotional behavior issues via survey (frequency of behavior issues; effectiveness of conflict resolution) Analysis of OORS incident data Safety and Respect scores on 2015 School Survey will be analyzed by administration, Peer Mediation Team and teachers. Parent feedback at PA meetings SLT meetings, indicating increased parent feedback about safety issues at AmPark, PA/teacher co-created survey of parent satisfaction
2. Activity 2: Teachers' assessment of 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 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources. 		
<ul style="list-style-type: none"> - Our December 2 nd QR rating for Teacher Collaboration was Proficient, and was our Area of Celebration. Teacher-led study groups were highlighted, resulting in CCLS-aligned small group instruction and alignment of EngageNY to supplemental materials. - DTSDE 4.2: Our December 2 nd 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. <p>Framework for Great Schools area of focus: Rigorous Instruction</p> <ul style="list-style-type: none"> - 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. <p>Math-focused goal from 2014-15 SCEP was met or exceeded in each grade, using movement across a CCLS-aligned rubric as the measure of growth. 2104-15 SCEP Goal: "By June 2015, classroom teachers will participate in a minimum of 6 CCLS-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."</p>		

Part 2 – Annual Goal

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

Math classroom teachers will participate in a 6-week study group focused on interpreting data to inform rigorous tasks, and implement tasks in a unit of study, resulting in a 15% increase of students in Grades K-5 achieving a Level 3 or 4 on a post- unit rubric by June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</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 promote teacher-parent collaborations to improve student achievement. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Activity 1: Professional Development</p> <p>- Teachers will engage in professional development sessions with Lehman College consultant across the 2014-15 school year. The focus will be</p>	<p>-ELL/SWD/ high-need students</p>	<p>9/15 – 6/16</p>	<p>Principal, Assistant Principal, Advance Coach, Instructional</p>

<p>development of multiple entry points and rigorous tasks throughout integrated, CCLS-aligned units, including assessments, using EngageNY units as a platform. Units will be recorded on the Google docs online curriculum mapping system, allowing teachers access to curriculum in order to revise collaboratively.</p> <ul style="list-style-type: none"> - Teachers will participate in a 6-week study group focused on interpreting data to inform rigorous tasks, and implement tasks in a unit of study. - Teachers will engage in Guided Math PD, with a focus on development of multiple entry points and rigorous tasks that meet students' diverse learning needs. - Teachers will participate in inter-visitations, using the Danielson rubric to peer-assess and provide feedback. - Teachers will engage in math professional development lab sites with consultants for upper grade and early childhood grades. 	<p>All students</p>		<p>Team, Lehman consultant (Math), Guided Math consultant</p>
<p>Activity 2: Evaluation of student work and adjustments to instructional support</p> <ul style="list-style-type: none"> - Teachers will use checklists and rubrics to assess student progress based on diagnostic, formative and 	<p>All students</p> <p>-ELL/SWD/ high-need students</p>	<p>9/15 – 6/16</p>	<p>Principal, Assistant Principal, Advance Coach, Instructional Team, Lehman consultant</p>

<p>summative assessments.</p> <ul style="list-style-type: none"> - Student work will be analyzed in order to identify groups of students in need of support, and revise units and lessons. - Identified students will receive additional instructional support from an AIS support teacher. - 5th grade teacher will facilitate a before-school enrichment Math program for upper grade students, with training for peer-to-peer tutoring. 			<p>(Math), Guided Math consultant</p>
<p>Activity 3: Instructional Team</p> <ul style="list-style-type: none"> - A school Instructional Team has been identified, with a representative from K-2, 3-5, and Special Education. This team, along with Administration, engaged in Instructional Rounds with partner schools. Instructional Team members will continue to facilitate Instructional Rounds, and implement rounds at AmPark with colleagues. - 1 or more common preps are built into the schedule for every grade, allowing for ongoing collaboration. - Teachers have professional learning (Mondays) and collaboration (Tuesdays) time each week to focus on Inquiry and unit development. 	<p>All students</p>	<p>9/15 – 6/16</p>	<p>Principal, Assistant Principal, Advance Coach, Instructional Team, Lehman consultant (Math), Guided Math consultant</p>

- Schedules will be created to allow all classroom teachers to attend PD sessions with Lehman consultant, Guided Math consultant and colleagues (for inter-visitations).			
Trust-building: - 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.	All students	9/15 – 6/16	Principal, Assistant Principal, Advance Coach, Instructional Team, Lehman consultant (Math), Guided Math consultant

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Math consultant from Lehman College, 15 or more days across the year in all grades; EngageNY math materials and manipulatives; scheduling of common preps and PL sessions to allow study groups; Math library resources for classrooms; AIS additional teachers											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
1. Mid-year and June 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 Monitor changes as a result of the learning.using data/student work to plan/revise rigorous math tasks..
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(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:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	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 element of the Framework for Great Schools 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 trends and sources. 		
<ul style="list-style-type: none"> - Principal works with AmPark's 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 Advance Coach will support the development of observation schedules and feedback. - Principal and Assistant Principal meet with Generation Ready Coach to refine practices, create an Instructional Vision, and develop Frameworks for each content area (along with Instructional Team). - Based on 2013-14 Advance data, the instructional focus areas are assessment in instruction and questioning / discussion. Over 70% of Advance observations included next steps for teachers in the area of Feedback. 		

Part 2 – Annual Goal

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

By June 2016, classroom teachers will receive between three and six formative classroom observations and actionable feedback with recommendations, resulting in a minimum of 75% of summative evaluation ratings at the level of Effective or Highly Effective.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</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 promote parent leadership and engagement as a key lever for school improvement. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Activity 1:</p> <p>- Principal and AP will conduct all observations of classroom teachers using Danielson Framework.</p> <p>- Principal will continue to work with Assistant Principal and Coach to norm observation practices and</p>	<p>All students</p> <p>Teachers in Advance</p>	<p>9/15 – 6/16</p>	<p>Principal,</p> <p>Assistant</p> <p>Principal,</p> <p>Advance Coach,</p> <p>Generation Ready Coach</p>

guide the creation of feedback for 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, Assistant Principal and Instructional Team members will facilitate Danielson workshops with teachers.

- Rating decisions will be normed by Principal, Coach and Assistant Principal.

- Verbal and/or written feedback will be provided to teachers.

Activity 2:

- Principal and Assistant Principal will analyze

Advance data in order to assess teacher competency ratings.

- PD will be planned based on Teachers' strengths and needs.
- Principal and Assistant Principal will provide written

and verbal feedback, based on ratings from informal and formal observations, and

<p>provide learning opportunities based on teachers' strengths and needs</p>			
<p>Activity 3: Principal and Assistant Principal will schedule learning opportunities for teachers (based on feedback and recommendations) including sessions with Lehman College, 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. - Teachers College professional development in reading and writing instruction and assessment. - Classroom teachers will use Teachers College Assessment Pro to gather and analyze literacy data. - Administrators and Instructional Team will lead whole-school Instructional Rounds, with teachers visiting classrooms to study best practices and look at student work together. - Classroom teachers will use diagnostic, formative 	<p>All students Teachers in Advance</p>	<p>9/15 – 6/16</p>	<p>Principal, Assistant Principal, Advance Coach, Generation Ready Coach, Teachers, Instructional Team</p>

and summative assessment data to plan units of study.

- Teachers will visit each other's classrooms to observe teaching practices.

- Principal and Assistant Principal will continue to video best practices and teachers will view videos, using the Danielson components to identify strengths and next steps.

- Lehman College and Guided Math consultants will facilitate professional development (PD) in creation of standard-aligned units.

- Review of CCLS for Math

- Grade-level and cross-grade workshops

- Development of essential question

- Development of guiding questions

- Creation of diagnostic, formative and summative assessments

- Creation of tasks

- Identification of multiple entry points

- Identification of vocabulary and resources

- Teachers 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 <p>sites, look at student work, and make instructional adjustments</p> <ul style="list-style-type: none"> - Teachers: 2 or more Teachers will attend Calendar days at TC together 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 Teachers College Assessment Pro to gather and analyze literacy data. - TC Consultants will provide support in the use of Assessment Pro and analysis of data. 			
<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 	<p>All students, Teachers in Advance</p>	<p>9/15 – 6/16</p>	<p>Principal, Assistant Principal, Advance Coach, Generation Ready Coach</p>

<p>common language for all staff, including administrators.</p> <p>As a result, teachers can participate in meaningful exchanges with administrators and colleagues around best practices and next steps.</p>			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Advance Coach for norming practices; PL time with teachers for feedback and planning; Consultant days to address identified needs based on Advance data; Scheduling of common preps											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
<ol style="list-style-type: none"> 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 75% 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 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>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.</p> <p>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.</p> <p>Partnerships:</p> <ul style="list-style-type: none"> - 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 2 nd grade <p>Communication with families</p> <ul style="list-style-type: none"> - 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 completion.
- 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

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

By June 2016, a minimum of three parent / community workshops will occur, with a focus on Math, Science, and Emotional Intelligence, resulting in a 10% increase in parent attendance at workshops for the 2015-16 school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Activity 1: Parent Involvement</p> <p>- PA monthly meetings with community organization representatives as keynote speakers</p> <p>- Evening PA meetings repeated the following morning</p>	<p>Parents</p>	<p>9/15 – 6/16</p>	<p>Principal, Classroom and support teachers, Parents, PA, Parent Coordinator, CBO members</p>

<ul style="list-style-type: none"> - 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 - Parent volunteer training by Parent Coordinator 			
<p>Activity 2: Workshops</p> <ul style="list-style-type: none"> - Math / EngageNY /Science workshop(s) for parents and community organization members at AmPark after school and in the evening - Literacy / TC workshop(s) for parents at a TC day, and for parents and community organization members at AmPark after school and in the evening - RULER workshops for parents throughout the year - Emotional Intelligence workshop(s) for parents and community organization members 	Parents	9/15 - 6/16	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) - SLT meetings 	Parents	9/15 – 6/16	Principal, Classroom and support teachers, Parents, PA, Parent

<ul style="list-style-type: none"> - Parent Teacher conferences, Curriculum Night, and Moving Up Night (where parents hear from next year's teachers) - Weekly AmPark Owl - Volunteer opportunities are communicated monthly and weekly in PA email blast - Monthly postings of the school calendar - Daily parent access to Parent Coordinator during school hours - Principal breakfast (Conversation and Coffee with Christine) will occur monthly for parents and families - CCLS Parent workshops, facilitated by teachers 			<p>Coordinator, CBO members</p>
<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. 	<p>Parents</p>	<p>9/15 – 6/16</p>	<p>Principal, Classroom and support teachers, Parents, PA, Parent Coordinator, CBO members</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
X Non-contractual Services – Parent Involvement Per session for teachers to lead workshops; resources for materials to support workshops; additional texts added to parent lending library to support areas of focus											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
X	Title I 1003(a)		Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
1. Feedback at PA meetings 2. School Survey results 3. Attendance at school events for families
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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)	<ul style="list-style-type: none"> -TC Assessment Pro data -iReady assessment data -Running Records -Writing baseline/on-demand writing -Conference notes -TC Writing Progressions data 	<ul style="list-style-type: none"> -Close Reading / repeated readings -iReady online lessons -Interactive writing -Guided Reading/Strategy lessons -Shared reading (small group) -Reading Rescue tutoring 	<ul style="list-style-type: none"> -Small group lessons -One-on-one conferring -One-on-one tutoring -Online instruction 	<ul style="list-style-type: none"> -During school day -Before school day
Mathematics	<ul style="list-style-type: none"> -EngageNY pre- and post-module assessments -iReady assessment data -Conference notes -Formative assessment data (checklists, rubrics, exit tickets) 	<ul style="list-style-type: none"> -Guided Math -Math strategy lessons -iReady online lessons -Math Sprints (for fluency) -Use of varied Math models -Math enrichment -Math tutoring 	<ul style="list-style-type: none"> -Small group lessons -One-on-one conferring -One-on-one tutoring -Online instruction -Peer-to-peer tutoring 	<ul style="list-style-type: none"> -During school day -Before school day
Science	<ul style="list-style-type: none"> - Pre- and post-unit Science unit assessments -NYS Science Test data -Conference notes -Formative assessment data (checklists, rubrics, exit tickets) 	<ul style="list-style-type: none"> -Close reading of science-related texts -Shared reading and writing (small group) -Small group writing -Science centers 	<ul style="list-style-type: none"> -Small group lessons -One-on-one conferring -Peer-to-peer tutoring 	<ul style="list-style-type: none"> -During school day
Social Studies	<ul style="list-style-type: none"> - Pre- and post-unit Social Studies unit assessments (including TC units) -Conference notes -Formative assessment data 	<ul style="list-style-type: none"> -Close reading of social studies-related texts -Shared reading and writing (small group) -Small group writing -Learning centers 	<ul style="list-style-type: none"> -Small group lessons -One-on-one Conferring -Peer-to-Peer tutoring 	<ul style="list-style-type: none"> -During school day

	(checklists, rubrics, exit tickets)			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<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"> -One-on-one tutoring -Small group

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
	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.
- 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, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
- 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 Lehman College 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/information, 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 '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
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):** To 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:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

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

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

The activities and/or strategies included in your school's PIP should align with current 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's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **AmPark**, 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 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)

AmPark, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic

achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with 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 will 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.

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Christine Milton-McCourt	Assistant Principal Kelly Lennon-Taharally
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor
Teacher/Subject Area Shira Pritzka	Parent
Teacher/Subject Area type here	Parent Coordinator Angela Lebron
Related-Service Provider Javier Pachco	Borough Field Support Center Staff Member type here
Superintendent Melodie Mashel	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	395	Total number of ELLs	11	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	3
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE							0			0
DL							0			0
ENL	13		3				0			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

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

**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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
------------------------------------------------------------------	-------------------------------------------------------------

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 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, spelling inventories, 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL 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.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 We are waiting for more information to inform our decisions.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

- There has not been a historical need, nor a current need to test ELLs in their home language due to our small ELL population.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Our school uses the RTI framework starting with the administration of the Home Language Survey completed with the ENL teacher at registration. With this information the ENL 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. This is compared to the NYSESLAT that ELL students take in the Spring of the previous school year 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 ENL teacher in coordination with their classroom teacher.

AmPark provides strong core (tier1) instruction both in the general education and ENL 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 ENL teacher, Ilesa Borges Carvalho uses the students' strengths 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. The RTI team reviews benchmark assessments of all students and identifies students who are not meeting their benchmarks. Program recommendations are made as a team based on the assessment results and other influencing factors. Those students are then recommended for blended programs such as i-Ready, Big Brainz, Imagine Learning, as well as teacher directed programs, such as Reading Rescue or AIS.
 6. How do you make sure that a student's new language development is considered in instructional decisions?

Teachers use a variety of strategies to ensure that a student's new language development is considered in instruction such as collaboration with colleagues, collaboration with the ENL teacher, backwards planning, differentiated instruction, the use of individual student toolkits, the use of multiple entry points, peer work groups, vocabulary and language previewing, the use of leveled texts, and other instructional best practices that support a student in developing new language.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

We currently do not have a need for a dual language program.
 8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

Annually we assess the effectiveness of the program we have for ELLs by examining the NYSESLAT, the state ELA and Math scores, and our curriculum based base line and end line assessments.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

At the time of registration all families who are new to the New York City Public Schools are given the Home Identification Language Survey (HLIS) and an informal oral interview is conducted in English or in their native language. Ilesa Borges-Carvalho, the ENL teacher, conducts the informal interview and helps families fill out the HLIS. If a translator is needed the parent coordinator is bilingual in English and Spanish and therefore able to help many families without an additional 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 and interview, as eligible to take the NYSITELL are administered the exam within the first 10 days of their first attend date at our school. The NYSITELL is administered by Ilesa Borges-Carvalho, the ENL teacher. The LAB-R is administered to students whose home language is Spanish.

This year we had four students eligible to take the NYSITELL who were tested in the first 10 days of arrival to school. Based on the NYSITELL, we have two new ELL students, eleven continuing ELLs, and four former ELLs who passed the NYSISLAT the previous school year but are still receiving services for the next two years.

Our ENL 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 ELL services based on their NYSESLAT scores from the previous Spring. Notification Letters are distributed to families whose children make the cut scores of the NYSITELL test within five 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 ELL services, on the different types of ELL programs offered by the New York City Department of Education. All of our ELL parents chose a free-standing ENL program. Our ENL teacher, Ilesa Borges-Carvalho, 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 and stored in the ENL binder.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Upon registration SIFE students will be identified through an informal interview while filing out the HLIS. During the first 30 days of school SIFE students will be identified through various assessments including, TCWRP, which determines reading fluency, comprehension, and writing level. Baselines in math are also used to assess computational skills and concepts. In addition, student work will be monitored by the classroom and ENL teachers. Based on the results of the data that is collected we make informed decisions regarding teaching strategies and tools to support developing language and concepts in English.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Upon registration the ENL teacher will identify all new students with IEPs that have a home language other than English. The Language Proficiency Team (LPT), which consists of Ilesa Borges Carvalho, the ENL teacher, Kelly Lennon-Taharally, the assistant principal, Javier Pacheco, the SETSS teacher, and Shira Pritzker, the speech teacher will determine whether the student is eligible to take the NYSITELL. The team will look at the each student's classwork, conduct an interview with the classroom teacher, the student, and the parent. The team will also review the student's IEP and all documents in SESIS. If the LPT committee recommends that the student should not take the NYSITELL exam, the recommendation, with a write-up of data will be submitted to the principal. If the principal agrees with the recommendation of the LPT, she will make a recommendation to the Superintendent.

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

After the NYSITELL is administered it is immediately scanned and scored through ATS. The ENL teacher prepares either an entitlement or non-entitlement letter for each student within five days of taking the exam. The letter is put in a signed envelope and backpacked home with the student. A copy of the letter is filed in the ENL binder and a second copy is filed in the student's cumulative folder.

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

After a student is identified as an ELL a parent orientation meeting is setup by the ENL teacher. During this meeting the parents/guardian watches a parent orientation video, which explains the three program options that are available. The parents then choose a program by filling out the parent survey and program selection form. During this meeting the ENL teacher informs the parents that they have 45 days to request a re-identification process if they feel that their child has been misidentified as an ELL.

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

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 ENL). 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 ENL based on their NYSESLAT scores from the previous Spring. Notification Letters are distributed to families whose children did not pass the NYSITELL test within five 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 ENL, on the different types of programs choices offered by the New York City Department of Education. This year, as in past years, all of our ELL parents chose a free-standing ENL program. Our ENL teacher, Ilesa Borges Carvalho, ensures letters and Parent Survey and Program Selection forms are distributed and returned to the school.

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

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 ENL based on the results of the NYSITELL. The forms are returned either in person by the parents or by backpack and they are collected by our ENL Coordinator and recorded as they are received. They are also filed in our ENL binder and in the student's cumulative folder.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The parents/guardian are given the Parent Survey and Program Selection form when they come in for the parent orientation meeting. They are informed at the time that they have five school days to return the form. The parents can come to the school in person to return the form or they can backpack the form and it will be collected by the ENL teacher. They are also filed in our ENL binder and in the student's cumulative folder. A log of returned forms is kept by the ENL teacher and follow-up phone calls are made to ensure timely return of the forms within the five day window.
9. Describe how your school ensures that placement parent notification letters are distributed.
Placement parent notification letters are backpacked home with the students. Copies of the notification letter are filed in both the student's cumulative folder and the ENL binder.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation is filed in both the student's cumulative folder and a copy is placed in the ENL binder.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
In the Spring the NYSESLAT exam is administered to all ELL students. The speaking section is individually administered to students by Ilesa Borges Carvalho, the ENL teacher. The Listening section is then administered by the ENL 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 Ilesa Borges Carvalho before the deadline to hand in the exams.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued entitlement and transitional support parent notification letters are backpacked home with the students. Copies of the notification letters are filed in both the student's cumulative folder and the ENL binder.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Due to the number of ELLs enrolled at our school parents have always chosen the stand alone ENL program. In addition, our students speak a variety of languages other than Spanish. We have not had sufficient numbers of ELLs to open up a dual language program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

Our Freestanding ENL program is a combination pull-out, push-in program. Ilesa Borges Carvalho, who is dual licensed in ENL and Common Branches, works collaboratively with the classroom teachers providing a combination of content based and language instruction inside the classroom and in small groups outside of the classroom. She uses many ENL techniques and focuses on teaching language through content. 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 Engage NY math program and has a part-time math coach to support student learning.
 - b. TBE program. *If applicable.*

We currently do not offer a TBE program.
 - c. DL program. *If applicable.*

We currently do not offer a DL program.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Our 13 mandated ENL students are served by our licensed, ENL teacher, Ilesa Borges Carvalho. As per CR Part 154, Mrs. Carvalho meets with her 4 emerging students for 360 minutes per week; 180 minutes of stand alone ENL and 180 minutes of integrated ENL. The 2 transitioning students receive 180 minutes per week; 90 minutes of stand alone ENL and 90 minutes of integrated ENL. The 7 expanding students receive 180 minutes of integrated ENL per week and the 4 former ELLs receive 90 minutes of integrated ENL per week.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Using the RTI Framework, our Freestanding ENL program uses a Tier II small group focus, closely following the Common Core Learning Standards for ENL 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 ENL teacher aligns her curriculum to incorporate the related vocabulary and grammar studies embedded in the content being studied by the second grade students. Our Integrated ENL program works as a collaboration between the classroom teacher and the ENL teacher who meet regularly to go over content and integrated language strategies targeted for the ELL population.
4. How do you ensure that ELLs are appropriately evaluated in their home 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 ENL teachers evaluate students through out the year using a series of checklists, beginning and end unit assessments, and TCRWP running records, which is uploaded onto a shared database called the TC Assessment Pro.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

AmPark's ENL integrated and stand alone program seeks to best accommodate the needs of each student in the program. Ilesa Borges Carvalho, the ENL 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 and to be successful in the curriculum. 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 ENL teacher assures that the content being studied in the classroom is also taking place outside of the classroom in small groups. All lessons are aligned to the Common Core and address English as a New Language standards.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12

Chart (6-12 months after the re-identification has been established). Refer to ELL Policy and Reference Guide, Re-Identification of ELL Status section.

Within 6-12 months after students have been re-identified as an ELL or non-ELL the principal consults with the student's classroom teacher and the parent/guardian to go over the student's work and academic progress. If the principal determines that the re-identification of the student has adversely affected his/her progress the student will then receive academic intervention services. The principal then makes the determination within that 6-12 months if the re-identification decision should be reversed. The recommendation then goes to the superintendent for final approval.

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

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 ENL 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 Engage NY math coach train teachers as well on how to differentiate the curriculum for ELLs.

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

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, Javier Pacheco and Lauren Pane work with the ENL teacher, the Speech teachers, Shira Pritzker, Monica Esquiva, and Sheri Liebman, 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. Throughout 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.

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

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

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

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



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

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

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

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

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

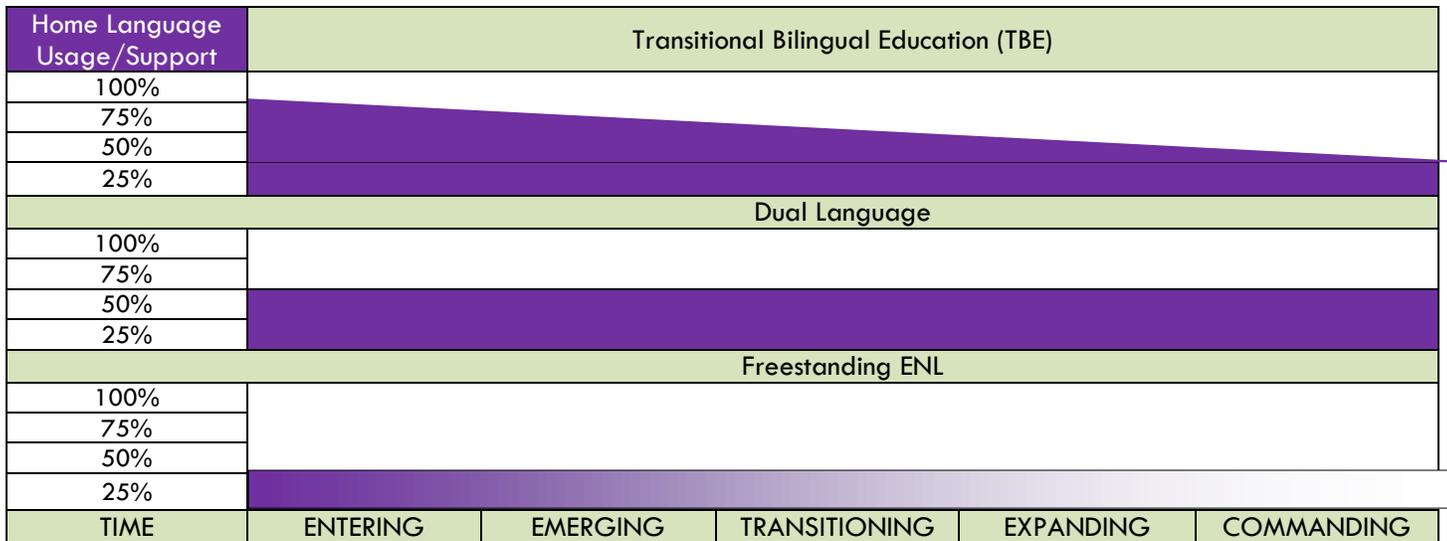


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The school provides targeted supplemental programs for ELL students through AIS services both during the day and after school. These programs are offered in English and include one-to one, and/or small group instruction with our AIS teacher and classroom teachers, based on student's individual needs.

11. 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 students in the program tested out as Proficient.

12. 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. This year we have included a part-time AIS teacher as well as a part time science cluster.

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

At this time we will continue our push in/pull out program for ELLs.

14. 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 Engage NY math program. Teachers receive montly support in and out of the classroom from a math coach. This program emphasizes multiple entry points for learning concepts through breaking apart numbers and use with manipulatives and is fully aligend to the Common Core Standards. Our school follows the balanced literacy model and this is supported by a literacy coach from the TCRWP. 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, 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 have equal access to these as do all other AmPark students.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Each classroom has a fully stocked library with books on many levels. In classrooms with ELL 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 aquisition as well as to study content area topics.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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, ENL, and after school programs as needed based on their individual needs as assessed through our quantative assessments: TCRWP running records, Engage NY Unit assessments, and 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 within the

first few days of the school year 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.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All of our ELLs are supported throughout the day by Ilesa Borges Carvalho, the ENL teacher, their classroom teachers and para professionals. One of our students has a bilingual para professional with them for part of the day and our three ELLs with disabilities are supported by our SETSS team: Javier Pacheco and Lauren Pane. 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.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
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 within the first few days of school 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.
19. What language electives are offered to ELLs?
At this time our electives are in music, art education, physical education, and science.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

We do not currently offer a dual language program.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Professional Development will be provided to our common branch, subject, ENL and SETTS teachers in house by our Learning Specialists, Literacy and Math Coaches. All ELL personnel and classroom teachers who teach ELLs attend literacy training offsite as well at Teacher's College. They turnkey the training at Staff meetings, further training teachers, service providers, secretaries and the parent coordinator. The principal, ENL teacher, and other members of the LAP team will participate in ELL training provided by the NYC DOE Bronx Field Support Office. At present, The ENL teacher collaborates, both in meetings and during common prep periods, with all teachers and support staff in offering suggestions for effective ENL 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.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Professional development for teachers of ELLs is offered in house during Monday PD time and during the week through intervisitation among teachers and lab sites with the literacy and math coaches. Both classroom and service providers, such as the SETSS and ENL teachers, also attend curriculum workshops at Teacher's College where literacy development is analyzed. Word work, fluency, vocabulary, and grammar are the focus of the workshops. The teachers will also attends professional development through the Bronx Field Support office and turnkeys this information to other teachers of ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
We will provide our ELLs with the support that they will need to be successful in middle school. We focus not only on their ENL instruction and academic work but on the organizational, and 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.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
The entire staff attends Monday staff development meetings, for a total of four hours and forty minutes a month. This time is spent enforcing pedagogical practices for teachers and focuses on children through the descriptive review process. The classroom teachers as well as the ENL teacher provides PD to the entire staff using best practices and on the needs of ELL students learning how to adapt lessons for multiple entry points. Meeting agendas and/or attendance records of all training PD sessions and/or meetings are kept by the Assistant Principal. The ENL teacher attends literacy training at TCRWP, which focuses on teaching language through content as well as DOE training provided by the Bronx Field Support Center. These trainings are then turn-keyed to the entire staff.

C. Parental Involvement

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

Annual individual meetings with parents of ELLs will take place once a year in addition to the regularly schedule parent-teacher conferences. The meetings will take place in the Spring. The ENL teacher will backpack conference forms to each ELL student. Parents will be able to choose a conference time that works best for them. During these meetings the ENL teacher will discuss the academic and language achievements and language development needs in all content areas.

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

The ENL teacher will meet with the parents /guardians of all ELL students during the school year in addition to the regularly scheduled parent-teacher conferences to discuss their child's overall progress in the ELL program. A sign-in sheet will be kept in the ENL binder. If the parents or guardians are unable to make the scheduled appointment another meeting will be scheduled.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. AmPark has an active Parent Association (PA) and all families are encouraged to participate and attend General Meetings. The PA hosts a monthly Coffee and Conversation where parents can socialize and meet with the Principal. There is also a monthly morning PA meeting that follows the evening PA meeting each month. This allows a double opportunity for parents to hear information about the school and to ask questions. 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.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? ELL parents are made aware of the workshops available to them through OELL.

5. How do you evaluate the needs of the parents?

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.

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

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 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.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
Kelly Lennon-Taharally	Assistant Principal		10/30/15
Angela Lebron	Parent Coordinator		10/30/15
Ilesa Borges Carvalho	ENL/Bilingual Teacher		10/30/15
	Parent		1/1/01
Javier Pacheco - SETSS	Teacher/Subject Area		10/30/15
Shira Pritzker - Speech	Teacher/Subject Area		10/30/15
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **10x344**

School Name: **AmPark Neighborhood School**

Superintendent: **Melody Mashel**

Before you begin, please check the following:

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

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

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

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

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

Home Language Identification Survey, ATS reports, Emergency Contact cards - Preferred languages for both written communication is entered into ATS from the registration form filled out by parents. A preferred language report can

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

Spanish
Arabic
Tigrinya
Ukrainian
Estonian
Amharic
Bulgarian

Part B: Creating a Communications Calendar

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

Annual Handbooks
Newsletters
Calendars
Parent-teacher conferences
Testing information

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

Back to school night - September
Parent Teacher conferences - November, March
Math night - Spring
Literacy Night - Fall
May conference day - Moving up information
Phone calls from school secretary, guidance counselor, teachers - as needed
Classroom writing celebrations - ongoing
PA events - ongoing
IEP meetings - ongoing
ENL parent meetings (new for 2015-2016 school year)
Attendance calls from attendance teacher

Part C: Providing Language Assistance Services

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

Several of our staff members are bilingual. Parent/Teacher conferences that require a translator are made by appointment with a staff member available to translate. PA meetings are translated by the Parent Coordinator, as are other school functions. The parent/teacher translates IEP meetings when needed.

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

On-site interpreters provided by school staff

Part D: Training Staff on Policies and Procedures

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

T&I Brochure

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

The school will fulfill parental notification requirements through the above notification requirements. Families will be notified of these services through the school website and by reaching out to our Parent Coordinator and/or ENL teacher for translation and interpretation services when needed. Translation services will be provided at parent/teacher meetings by the Parent Coordinator and by the school secretary upon registration. The school will provide translation services to all families as needed in order to ensure participation in their child's education. Additionally, parents may bring friends and family to parent/teacher meetings.

Part F: Monitoring and Quality Control

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

Parent survey

