



**I.S. 340**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: I.S. 340**  
**ADDRESS: 227 STERLING PLACE**  
**TELEPHONE: 718-857-5516**  
**FAX: 718-230-5479**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 331700010340 **SCHOOL NAME:** I.S. 340

**SCHOOL ADDRESS:** 227 STERLING PLACE, BROOKLYN, NY, 11238

**SCHOOL TELEPHONE:** 718-857-5516 **FAX:** 718-230-5479

**SCHOOL CONTACT PERSON:** Mrs. Jean Williams **EMAIL ADDRESS** JWillia27@schools.nyc.gov

**POSITION / TITLE** **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Yvette Warren

**PRINCIPAL:** Mrs. Jean Williams

**UFT CHAPTER LEADER:** Gloria Martindale

**PARENTS' ASSOCIATION PRESIDENT:** Heather Lomax

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* N/A

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 17 **CHILDREN FIRST NETWORK (CFN):** Cluster 6

**NETWORK LEADER:** JULIA BOVE/Jose V. De La Cruz

**SUPERINTENDENT:** RHONDA HURDLETAYLOR

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Mrs. Jean Williams	Principal	

\* Core (mandatory) SLT members.

## SECTION III: SCHOOL PROFILE

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

□

### **WHAT WE OFFER OUR STUDENTS**

Students attending North Star Academy receive a quality education that prepares them for high school and college. By the end of our three year program, students will have an educational advantage over the average student entering high school. Our students are prepared to enter high school with advance standing. Also, our students' score exceptionally well on the city and state-wide assessment exams. We are very proud of their achievements.

Students will receive:

- OUR STAFF

We are staffed with an administrator, support staff, and dedicated teachers who are committed to the quality education of our students. All teachers are certified in their areas of expertise and put their hearts into ensuring that each student in the classroom is learning. They maintain regular contact with the home to keep parents abreast of how their children are progressing, and make themselves available during their preparatory periods for face-to-face parent conferences.

### **PARENTAL INVOLVEMENT**

Because of this, we urge parents to participate in the daily activities of our school be it via the Parent Teacher's Association, Parent Advisory Council, School Leadership Team, and a host of other parent committees.

## SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	I.S. 340								
District:	13	DBN #:	17K340	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		94	95.1	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		97.1	98.08	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	110	95	89	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	116	108	89		66.5	71	91.5		
Grade 8	115	115	106						
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		1	3	TBD		
Grade 12	0	0	0						
Ungraded	0	0	0	<b>Recent Immigrants - Total Number:</b>					
Total	341	318	284	(As of October 31)	2007-08	2008-09	2009-10		
					0	1	0		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	7	13	12	Principal Suspensions	32	22	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	1	1	TBD		
Number all others	0	4	6						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				CTE Program Participants	0	0	0		
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	2				
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	2	1	0	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	0	2	Number of Teachers	19	22	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	5	4	TBD
				Number of Educational Paraprofessionals	0	1	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	47.4	50	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	63.2	63.6	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	79	86	TBD
American Indian or Alaska Native	0	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.9	95	TBD
Black or African American	93	92.8	91.5				
Hispanic or Latino	5	5.3	6.3				
Asian or Native Hawaiian/Other Pacific Isl.	1.5	1.3	1.1				
White	0.6	0.6	0.4				
Multi-racial							
<b>Male</b>	43.4	45.9	42.6				
<b>Female</b>	56.6	54.1	57.4				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b>		<b>If yes, area(s) of SURR identification:</b>					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	√	√					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-					
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	<b>3</b>	<b>3</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	B	<b>Overall Evaluation:</b>	√
<b>Overall Score</b>	54.9	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	9.1	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	15.4	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	27.4	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	3	Quality Statement 5: Monitor and Revise	√

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

□

### **Student Performance Trends** (Based on 2009-2010 Progress Report)

- 59.6% of students are performing at the proficiency level 3 or 4 in ELA.
- 69.1% of students are performing at the proficiency level 3 or 4 in Math.
- The median proficiency level in ELA is 3.03.
- The median proficiency level in Math is 3.41.
- 78% of our lowest one-third student population in ELA made progress.
- 73.5% of our lowest one-third student population in Math made progress.

### **Greatest Accomplishments**

The principal and staff work collaboratively to create a calm, respectful, and orderly environment in which learning can take place.

The school has a good understanding of student needs because it effectively analyzes relevant data, including past performance and comparisons with similar schools.

The school utilizes progress and performance from various assessments, which allows the administrative team to evaluate the effectiveness of instructional practice.

The variety and frequency of summative math data gathered from ARIS, Acuity, and teacher made assessments by the inquiry team helps the school to identify the specific learning needs of special education students.

- Professional Development opportunities are enabling the staff to grow and develop professionally. Teachers and support staff attend many professional development offerings that help them grow professionally and positively impact students' progress.

### **Aids and Barriers**

Teachers need to deepen their practice in setting individual learning goals for students that define the next steps in achieving long-term goals so that they know what to do to improve.

Teacher teams must begin to strengthen their use of data in setting long-term goals for targeted students and in tracking students' growth toward reaching long-term goals.

Data driven instruction must consistently reflect rigorous differentiated instructional practice across all content areas.

As a school community, there must be unified structures in record keeping that includes setting interim checkpoints to monitor progress towards benchmark goals.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> <b>Goal 1:</b> <input type="checkbox"/> By June 2011, there will be a 5% increase in the number of students who achieve at or above level 3 as measured by various instruments such as periodic assessments, midterm exams, unit tests, and the NYS English Language Arts Assessment.	<input type="checkbox"/> Increase performance levels in English Language Arts for our students performing at levels 3 and 4.
<input type="checkbox"/> <input type="checkbox"/> <b>Goal 2:</b> By June 2011, there will be a 5% increase in the number of students who achieve at or above level 3 as measured by various instruments such as periodic assessments, midterms, unit tests, and the NYS Mathematics Assessment.	<input type="checkbox"/> To increase performance levels in Mathematics for our students performing at levels 3 and 4.
<input type="checkbox"/> <input type="checkbox"/> <b>Goal 3:</b> By June 2011, 90% of the teachers will demonstrate effective use of data analysis to set students’ goals and monitor progress by engaging in inquiry work.	<input type="checkbox"/> To increase the number of teachers using data to differentiate their instruction more extensively and consistently.
<input type="checkbox"/> <b>Goal 4:</b> <input type="checkbox"/> By June 2011, more than 75% of students will achieve a score of 80% as measured by the New York City Blueprint for the Arts.	<input type="checkbox"/> To increase proficiency levels of students in Arts.
<input type="checkbox"/> <input type="checkbox"/> <b>Goal 5:</b> By June 2011, there will be a 10% increase in parental involvement in shared leadership within the school community as measured by parent surveys, parent volunteerism and attendance.	<input type="checkbox"/> To increase parental attendance and volunteerism at PTA meetings, SLT meetings, Parent Teachers Conferences, and other events.



## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject Area**

**English Language Arts**

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**(where relevant) :**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> <b>Goal 1:</b> <input type="checkbox"/> By June 2011, there will be a 5% increase in the number of students who achieve at or above level 3 as measured by various instruments such as periodic assessments, midterm exams, unit tests, and the NYS English Language Arts Assessment.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> <b>Engage each teacher in differentiated instructional practices (Tiered Lesson Planning, Compacting and Learning Centers) to meet the individual needs of students.</b></li> <li>• <b>Creation and implementation of a unified curriculum map based on the components of Balanced Literacy model aligned to NYS ELA and Common Core Standards.</b></li> <li>• <b>Collaborative implementation of literacy skills and strategies across all content areas.</b></li> <li>• <b>Recruitment and retraining of school personnel to broaden and deepen instructional practices through high quality standards- based, results driven professional development.</b></li> <li>• <b>Collaborative Teams (Data Inquiry Team members and Teachers) will meet monthly to set measurable goals for grades, classes and targeted students based on formal and informal assessments.</b></li> <li>• <b>Extended Day will include AIS, enrichment and preparation for Regents Examinations.</b></li> <li>• <b>Grades 6, 7 and 8 students will be engaged in two additional writing periods weekly.</b></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Literacy Coach will collaborate with all content area teachers to infuse literacy skills, strategies and techniques that are aligned with the NYS ELA and Common Core Standards.</b></li> <li>• <b>The writing teacher will implement technology to enhance students' published works.</b></li> <li>• <b>Use of Renzulli Learning System, a web based learning coach, to provide differentiated instruction and enrichment learning for all students.</b></li> </ul>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Literacy Coach: Title I SWP, Title I ARRA SWP  5 Teachers: Title I SWP, TL Fair Student Funding, FSF General Hold Harmless, TL Children First Funding, Title I ARRA SWP, TL Stabilization</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Initial indicator September 2010:  Acuity and New York State ELA Exam for Grades 6-8.</p> <p>Midterm indicator January 2011:  Acuity Interim Assessments  Attendance at NYC DOE PD sessions, CFN Training Sessions and In-House Professional Development Sessions conducted by Principal, Network Support Specialists , Coach and Consultants to support the implementation of the curriculum.  Principal will routinely monitor the delivery of data driven instruction by formal and informal observations.  Increased infusion of literacy strategies and skills in Science, Social Studies, Math and the Arts.  Documented evidence of monitoring students' progress based on data driven identified goal.  Presence of Learning Centers in classrooms to facilitate data driven differentiated instruction.  Decreased enrollment in ATS of students mandated for AIS.  Increased enrollment of Non-mandated students in the Extended Day enrichment and test preparation programs.</p>

	<p>End-term indicator June 2011:</p> <p>Writing Portfolios and participation in writing and poetry competitions.</p> <ul style="list-style-type: none"> <li>• Acuity and New York State ELA Exam for Grades 6-8.</li> </ul>
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**Subject Area  
(where relevant) :**

**Mathematics**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> <input type="checkbox"/> <b>Goal 2:</b> By June 2011, there will be a 5% increase in the number of students who achieve at or above level 3 as measured by various instruments such as periodic assessments, midterms, unit tests, and the NYS Mathematics Assessment.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> <input type="checkbox"/> Program level 4 students (grade 6) to receive instruction by upper grade teachers in order to promote academic rigor within the curriculum.  Program levels 1, 2 and 3 students to receive math instruction using the co-teaching modeling order to promote differentiated instruction and academic rigor within the classrooms.  Continue with the use of the challenging nationally validated, Impact Mathematics Curriculum, focused on integrating the workshop model into daily instruction using the investigation notebooks and reflection journals.  A daily program schedule for the Math Para-professional to provide AIS to mandated students.  Program students weekly to receive direct instruction in the exploration of problem solving in order to improve their ability to answer short response and extended response questions as measured by the New York State Math Assessment (rubric).  Collaborative Teams (Data Inquiry Team members and Teachers) will meet bi-monthly to set measurable student goals based on formal and informal assessments.  Extended day program will include AIS, Enrichment, and Preparation for the Integrated Algebra Regents.  Use of Renzulli Learning System, a web based learning coach, to provide differentiated instruction and enrichment learning for all students.</li> </ul>

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>□          □3 Teachers: TL Fair Student Funding</p> <p>Math AIS Para: Title I SWP</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>□ Initial indicator September 2010          Acuity and New York State Math Exam for Grades 6-8.</p> <p>Mid-term indicator January 2011:          Acuity Assessments          Attendance at NYC DOE PDs, CFN Training Sessions and In-House Professional Development Sessions conducted by Principal, Network Support Specialists , and Consultants to support the implementation of the curriculum.          Principal will routinely monitor the delivery of data driven instruction by formal and informal observations.          Teachers' lesson plans must indicate how data is used to meet the needs of students.          Documented evidence of monitoring students' progress based on data driven identified goals.          Presence of Learning Centers in classrooms to facilitate data driven differentiated instruction.          Increased literacy and technology usage in math classrooms.</p> <p>End-term indicator June 2011:          Math Exam for Grades 6-8          High student proficiency on the Regents Integrated Algebra Exam.</p>

**Subject Area**  
 (where relevant) :

**Data**

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> <b>Goal 3:</b> By June 2011, 90% of the teachers will demonstrate effective use of data analysis to set students’ goals and monitor progress by engaging in inquiry work.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Teachers will be trained in the use of ARIS. Principal, Coach, and teachers will meet bi-weekly to conduct case studies or to focus on a target group of students. Implement establish protocols for looking at student work. Use of assessment data to determine the type of learning support needed to occur in content area classes. Meet with students to set progress goals in various subject areas. Provide targeted professional development for teachers. Teachers will engage in peer-coaching and inter-visitations to share strategies that support improved teaching and learning.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/> Literacy Coach: Title I SWP, Title I ARRA SWP Staff Development and Support Services: TL Fair Student Funding Materials/Supplies: TL Fair Student Funding, NYSTL Funding, TL FSF General Hold Harmless</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/> Initial indicator September 2010: Documented evidence of monitoring students’ progress based on data driven identified goal. Increased technology usage in accessing data.</p> <p>Mid-term indicator January 2011: Attendance at NYC DOE PD sessions, CFN training sessions and In-House Professional Development Sessions conducted by Principal, Network Support Specialist, Coach and Consultants to support the deepened use of data in all content areas. Minutes from weekly common planning meetings, case studies of students’ performances and analysis of students’ work.</p>

	<p>Routine Principal's monitoring of the delivery of data driven instruction by conducting learning walks and formal and informal observations.</p> <p>Presence of Learning Centers in classrooms to facilitate data driven differentiated instruction.</p> <p>Increased technology usage in accessing data.</p> <p>End-term indicator June 2011:</p> <ul style="list-style-type: none"> <li>Teachers' lesson plans must indicate how data is used to meet the individual needs of students and incorporate the use of Understanding by Design Model (UBD).</li> </ul>
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**Subject Area  
(where relevant) :**

**Arts Education**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> <b>Goal 4:</b> <input type="checkbox"/> By June 2011, more than 75% of students will achieve a score of 80% as measured by the New York City Blueprint for the Arts.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Schedule all students for at least two periods to participate in the Arts Program. Parallel program students to participate in chorus, art, and violin during After-school twice weekly.</p> <p>Subsidize school visits to places of interests related to Arts Education.</p> <p>Provide opportunities for professional development through CFN and other agencies.</p> <p>Schedule congruent planning time for teachers to collaborate and plan activities/lessons.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Teacher: TL Fair Student Funding</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Initial indicator September 2010:  Teacher created assessments based on the New York City Blueprint for the Arts.</p> <p>Mid-term indicator January 2011:  Students will create projects and participate in performances (Holiday Celebrations, Cultural Celebrations, and Seasonal Celebrations).  Students' work will reflect the interdisciplinary teaching and learning of the Arts and other content areas.  Principal will conduct formal and informal observations.  Attendance at CFN scheduled PD Sessions and other PD Sessions.</p> <p>End-term indicator June 2011:  An increase in the number of students auditioning for high schools with Arts programs next school year.  Feedback from students and parents.</p>

**Subject Area**  
(where relevant) :

**Parent Involvement**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> <b>Goal 5:</b> By June 2011, there will be a 10% increase in parental involvement in shared leadership within the school community as measured by parent surveys, parent volunteerism and attendance.</p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>□</p> <ul style="list-style-type: none"> <li>• □□Principal, Coach, and Parent Coordinator and the PTA Executive Members will meet quarterly to design and conduct Parent Workshops for ELA, Math, and other activities.  The Parent Coordinator, SLT, and the PTA will hold meetings to coordinate activities to celebrate students' achievement.</li> <li>• Parents will receive notices regarding school events, activities and meetings via paper, phone and e-mails</li> </ul>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>□Parent Coordinator: TL Parent Coordinator Funds  Parent Involvement: Title I SWP, Title I ARRA SWP  SLT: TL Fair Student Funding</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>□Initial indicator September 2010:  The school community develops a shared mission and vision for school improvement.  Collaborative developed school-wide solutions having analyzed data to determine areas in need of improvement.  Alignment of the CEP, Principal's, Teachers', Students' and Parents' goals and objectives to achieve the mission and vision of MS 340.</p> <p>Mid-term indicator January 2011:  PTA meetings, SLT meetings, Workshops and other events.  Documented evidence of increased shared information with parents.  Choice of programs and/or services to be implemented based on their proven results and needs of students.  Increased volunteering by parent.</p> <p>End-term indicator June 2011:  Feedback from students and parents.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	26	19						2
7	37	11						4
8	30	24						1
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Part B - Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<input type="checkbox"/> During the Day – Daily push-in for 42 minutes (September 2010-June 2011) ≤ 15) Utilize various materials Explicit instruction  <input type="checkbox"/> Extended Day – Weekly for 50 minutes (September 2010-June 2011) ≤ 10) Utilize various supplemental materials Explicit instruction
<b>Mathematics:</b>	<input type="checkbox"/> During the Day – Daily push-in for 42 minutes (September 2010-June 2011) ≤ 15 ) • Explicit instruction <input type="checkbox"/> Extended Day – Weekly for 50 minutes (September 2010-June 2011) ≤ 10) • Explicit instruction • Utilize Coach Mathematics, various supplemental materials, and manipulatives
<b>Science:</b>	<input type="checkbox"/> Extended Day – Weekly for 50 minutes (September 2010-June 2011) ≤ 10) • Explicit instruction • Utilize various science-related supplemental materials
<b>Social Studies:</b>	<input type="checkbox"/> During the Day - Bi-Monthly (November 2010 - May 2010) • Explicit instruction in research and content with Brooklyn Connections • Utilize various social studies related supplemental materials

<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> School counselor provides guidance and crisis counseling services during the school day to students (grade 6-8) who are mandated. In addition, guidance will be provided to at-risk students and the general student body on a needed basis. Counseling and conferences will be held with parents and teachers; classroom observations and interventions; referrals to outside agencies.
<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> School psychologist offers clinical services, agency referrals, and educational, social, and personal services during the school day on an as needed basis. Initial referrals will be conducted for special education services. Meeting with at-risk female group on a weekly basis.
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> Social Worker provides individual and group counseling on a half-day weekly basis; conference with parents and teachers; classroom observations and interventions; referrals to outside agencies.
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> Health related services are offered during the school day as needed. Health related services are provided daily to monitor students' glucose before and after lunch. Students are assisted with coping strategies on how to manage health related issues such as diabetes, asthma, etc. Epi-pen is available for anaphylactic shock. Support is also provided by a licensed Registered Nurse.

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy** - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### **Section I. Student and School Information.**

**Grade Level(s)**

**6, 7, 8**

**Number of Students to be Served:**

**LEP 0**

**Non-LEP 0**

**Number of Teachers 0**

**Other Staff (Specify) 0**

**School Building Instructional Program/Professional Development Overview**

### **Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program**

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

□

#### ELL Identification Process:

MS 340 is a learning environment that addresses the needs of students who are academically gifted. This student body consists of a diverse group of learners, but currently, there are no ELLs enrolled in our school. Despite this fact, several measures were adopted to support any ELLs who might enter the school during the course of the academic year for the initial identification of any ELL students. Measures include: Administration of the Home Language Questionnaire (HLQ) in the student's native language, Initial Formal Assessment (IFA), and trained personnel to conduct an Informal Oral Interview.

#### Programming and Scheduling Information:

Any ELL student who is identified as a Special Education student would be offered additional support by the special needs providers and would be given the maximum time allotment accommodation for all formal and informal assessments. Student support would also include the reading and rereading of directions on all assessments as well as the questions on all other content area subjects, except English Language Arts. The special education teachers would engage in the use of rehearsal strategies, multiple teaching approaches that reinforces concepts and ideas through visual, auditory, and tactile measures, as well as content reinforcement in native language with the support of the alternate placement paraprofessional.

#### Targeted Intervention Programs:

The school would use results from diagnostics, interest surveys, reading logs, interviews, learning style surveys, and ongoing assessments to plan intervention for any incoming ELL student. Students would be placed in small reading groups and their instruction would be tailored to meet their individual needs. With the support of the paraprofessional, the students would maintain a portfolio where they would track their own progress in a systematic and authentic manner. ELL students would participate in our extended day activities and after-school enrichment programs. They would also be invited to participate in using our web-based instructional programs such as Renzulli in a small group setting. Saturday school and summer school is also offered as additional support so that students could reach proficiency.

The students would be offered equal access to all programs that are in effect. The students would participate in after school clubs where they are given choices to select by interest. They would be supported by other students in the program through peer collaboration where other bilingual students who are more fluent in both languages would assist and interact with them. The alternate placement paraprofessional would also shadow students to after-school enrichment programs and offer any additional needed support. All instructional and enrichment programs as well as resources would be appropriate for these students.

### **Professional Development Program**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

□

**Professional Development and Support for School Staff:**

To ensure that all teachers are provided with effective support, ongoing professional development in the areas of strategy implementation and guidelines for working effectively with ELL students would be conducted on an ongoing basis. The school periodically would also periodically seeks the support services of the CFN specialists who are versed in the area of instructional strategies to enhance ELL students, IEP instruction, and Response to Intervention (RTI) strategies. The Principal and the instructional team would ensure that the teachers were engaged in monthly planning sessions during team meetings and grade conferences where they have opportunities to voice their concerns, get feedback, and have questions clarified. Teachers would also be trained and supported to engage in the effective analysis of student data in order to plan differentiated instruction. Teachers would be given ongoing training in current scientific research-based strategies on improving the performance of ELL students. Collaborative planning sessions with schools administrators, literacy and math specialists, guidance counselors and support staff would take place and then information would be disseminated to all support teachers in an attempt to help any ELL student meet their transitional needs.

**Parent Involvement:**

**Data Assessment Review:**

To assess any incoming ELL students' literacy skills, we would use materials from Fountas and Pinnell, running records, and teacher created assessments. Based on the results of these assessments, the school's instructional team along with the students' literacy and content area teachers would be able to support the students in creating learning goals and benchmarks as well as the teachers in creating teaching goals and benchmarks. Based on these teaching and learning goals, as well as instructional mandates for these students, an instructional action plan, one that is aligned with the Balanced Literacy Curriculum would be created and put in place to address the early literacy needs of these students. The mandates of the instructional plan would allow the teachers to cross compare monthly students' data with students' performance on the LAB-R and the NYSESLAT in order to determine next step for planning and teaching. Based on the students continued progress on assessments taken in both English and native language, the instructional team would be made aware of trends that are indicators of students proficiency in the English Language.

**Section III. Title III Budget**

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**School: MS 340 NORTH STAR ACADEMY**

**BEDS Code: 331700010340**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b>	\$0.00	<input type="checkbox"/> N/A

- Per session - Per diem		
<b>Purchased services</b> - High quality staff and curriculum development contracts	\$0.00	<input type="checkbox"/> N/A
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$0.00	<input type="checkbox"/> N/A
<b>Educational Software (Object Code 199)</b>	\$0.00	<input type="checkbox"/> N/A
<b>Travel</b>	\$0.00	<input type="checkbox"/> N/A
<b>Other</b>	\$0.00	<input type="checkbox"/> N/A
<b>TOTAL</b>	<b>0</b>	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

#### **Part A: Needs Assessment Findings**

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

The Pupil Personnel secretary uses the information (parent's preferred language section) indicated on the Blue Emergency Contact Cards to determine whether or not translation and/or oral interpretation needs are required.

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

Based on the information (parent's preferred language section) indicated on the Blue Emergency Contact Cards all parents prefer to receive information and documentation in English.

#### **Part B: Strategies and Activities**

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

Parent Coordinator downloads translation request form at designated website. Email completed form at least 2-weeks prior to desired date. Project Manager at translation services provides a conformation with completion date via email. Translated document is returned to Parent Coordinator via email (PDF format) within 2 weeks.

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

□

Parent Coordinator contacts T and I services as needed via phone. The specific language interpreter is requested and services are rendered.  
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

□

- "Translation Services" signs are posted within the school building.
- Copies of the Family Guide are provided and made available in various languages.
- Parent coordinator serves as the school designee to make arrangements for translation and interpretation services with T and I Unit.
- School has a procedure for ensuring that important documents are translated and sent home.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	198,046	102,714	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,357		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	11,788	*	
4. Enter the anticipated 10% set-aside for Professional Development:	23,576	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
100.00

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

N/A

\* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

## 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Explanation** : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

### Parent Involvement Policy

Responsibility for parental involvement must be shared by all members of the school staff. Although the Parent Coordinator and/or Family Assistant may have a higher level of ongoing direct involvement with parents/guardians, it is essential that the school-based supervisor/staff developer and the classroom team clearly communicate their enthusiasm for parental involvement.

#### The School-Based Supervisor/Staff Developer

The School-Based Supervisor/Staff Developer in cooperation with other members of the school community work together to establish and maintain a supportive school climate that acknowledges the positive outcomes of active involvement. To increase parent involvement, the School-Based Supervisor/Staff Developer works with the school team to:

- Invite and welcome parents/guardians into the school;
- Acknowledge and show respect for parents/guardians voice;
- Maintain regular formal and informal contact with parents;
- Uphold high expectations for all;
- Provide information on educational issues;
- Maintain a viable presence at parent involvement events including those in the family room and the classroom.
- Facilitate opportunities for parents to assess children’s progress.

#### The Teaching Staff

The Teacher’s role in parental involvement is pivotal to successful implementation of the home-school partnership. Developing a respectful reciprocal relationship with parents/guardians is essential. Dialogue must flow both ways. The teacher can reach out to promote parent involvement by:

- Establishing a classroom environment that conveys the feeling of “you are welcome”;
- Demonstrating respect for diversity in family structure, ethnicity, culture language;

- Being sensitive to family stressors;
- Reporting on student progress on a regular basis;
- Striving to focus on the strength of students.

(Please sign and return the bottom portion of this form.)

I, \_\_\_\_\_, parent of \_\_\_\_\_, of class \_\_\_\_\_, have read and understand the Parent Involvement Policy, above, and agree to do my part to ensure my child's optimum educational experience at North Star Academy (MS 340).

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

**2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

**Explanation** : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

SCHOOL-PARENT COMPACT

The school and parents, working cooperatively to provide for the successful education of the children, agree to the following:

The School Agrees to:

- Convene an annual meeting for Title 1 parents to inform them of the Title 1 program and their rights to be involved.
- Offer a flexible number of meetings at various times, and if necessary, and if funds are available, will provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.
- Actively involve parents in planning, reviewing and improvement in the Title 1 programs and the parental involvement policy.
- Provide parents with timely information about all programs.
- Provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.
- Provide high-quality curriculum and instruction.
- Deal with communication issues between teachers and parents through:
  1. semi-annual parent-teacher conferences

- 2. frequent reports to parents on their children's progress
- 3. reasonable access to staff
- 4. opportunities to volunteer and participate in school activities
- Assure that parents may participate in professional development activities if the school determines they are appropriate; for example, literacy, math, and technology classes and/or workshops.

The Parent/Guardian Agrees to:

- Become involved in developing, implementing, evaluating and revising the school parent involvement policy.
- Use or ask for technical assistance training that the local education authority of school may have to offer on child rearing practices and teaching and learning strategies.
- Work with our child/children on their schoolwork. (Read with the child/children for at least 30 minutes per day)
- |         |     |                    |
|---------|-----|--------------------|
| Monitor | our | child's/children's |
|---------|-----|--------------------|

  - 1. attendance at school
  - 2. homework
  - 3. television watching
  - 4. behavior in school
- Share the responsibility for improved student achievement.
- Communicate with our child's/children's teacher about their educational needs.
- Ask parents and parent groups to provide information to the school on what type of training or assistance they would like and/or need to help them be more effective in assisting your child/children in the education process.

(Please detach and return the bottom portion of this form.)

I, \_\_\_\_\_, parent of \_\_\_\_\_, of class \_\_\_\_\_, have read and understand the School – Parent Compact, above, and agree to adhere to the stipulation within to ensure my child's optimum educational experience at North Star Academy (MS 340).

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Section I: Schoolwide Program (SWP) Required Components**

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Our learning community has implemented various Schoolwide Programs to assess and meet the needs of our students as required under NCLB. We are committed to developing Schoolwide projects that will promote the groundwork for widespread changes in our curriculum and instructional practices while setting high expectations for all students. To ensure that our students are fundamentally experiencing instruction

in content areas that will provide deeper understanding and higher academic performance we have implemented students, staff, and parent surveys. In addition, collaborative meetings and conferences between administration and key members of the learning community such as support staff, teachers, parents, and local community based organizations are held on a continuous basis. We utilize formative and summative data that are obtained from the School Leadership Team, CFN Cluster 6 support staff, the school Progress Report, Interim Assessments, ARIS, Scranton Performance, Acuity, State Assessments, student journals, project-based assessments using rubrics, Core Curriculum, NYS Standards, coach-designed assessments, teacher logs, student's work samples, annual reviews, and on-going student goals and benchmark assessments.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement .

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

§ Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

§ Help provide an enriched and accelerated curriculum.

§ Meet the educational needs of historically underserved populations.

§ and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

§ Are consistent with, and are designed to implement State and local improvement, if any.

§ Engage each teacher in differentiated instructional practices (Tiered Lesson Planning, Compacting and Learning Centers) to meet the individual needs of students.

§ Creation and implementation of a unified curriculum map based on the components of core-subjects areas as aligned to the NYS Standards.

§ Collaborative implementation of literacy strategies across all content areas.

§ Recruitment and retraining of school personnel to broaden and deepen instructional practices through high quality standards- based, results driven professional development.

§ Collaborative Teacher Teams (

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- Saturday Academy Program

- o Help provide an enriched and accelerated curriculum.

- Saturday Academy Program
- Integrated Algebra Regents Examination
- Spanish Proficiency Exam
- Living Enrichment Program

- o Meet the educational needs of historically underserved populations.

- Provide students with school supplies when necessary
- Provide enrichment and academic services to students
- Provide students with at-risk services through guidance

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

We monitor the academic and social development of at-risk students through Teacher Teams and other support services. Identified students are notified and Coach and Guidance Counselor meet with them to discuss progress and potential barriers.

- o Are consistent with and are designed to implement State and local improvement, if any.

Extended Day AIS Program  
At-risk Counseling

3. Instruction by highly qualified staff.

100%

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

- Professional development will be aligned to the interest and needs of the staff members as indicated through the results of conferences, teacher surveys, and teacher observations.
- Collaborative professional development will be provided through ICI/ISC course offerings and consultants.
- Literacy and Math Coaches provide in-class model lessons, articulation meetings, mentoring, and coaching.
- A study group will be formed around the research supported by Wiggins and McTighe, Understanding By Design, an approach to designing curriculum.
- Professional development books will be purchased and workshops were conducted in order to support teachers with this initiative.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- Job Fairs will be attended in order to hire and maintain teachers who are certified in specific subject areas.
- Referrals and resumes will be reviewed carefully to ensure that State certification is met.
- The NYC Teaching Fellows website will be utilized to recruit shortage area teachers.
- Teachers who are teaching out of their license areas will be programmed to teach in their certification areas, consistent with State requirements, wherever possible.
- Teachers will be encouraged to use online HOUSSE to demonstrate subject mastery.
- New teachers will be informed of various supportive services such as the New Teacher Mentoring Program and Coach Facilitation and interventions.
- Weekly teacher meetings will enable the collaborative process to proceed smoothly in subject areas.

6. Strategies to increase parental involvement through means such as family literacy services.

- Principal, Coaches, Parent Coordinator, and the PTA Executive Members will meet quarterly to design and conduct Parent Workshops for ELA, Math, and other activities.
- The Parent Coordinator, SLT, and the PTA will hold meetings to coordinate activities to celebrate student achievement.

- Parents will receive notices regarding school events, activities and meetings via paper, phone and emails.
- Develop a school website that will serve as a communication tool between staff and parents/guardians.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

- Principal holds one-on-one conference with teachers throughout the year to discuss student progress, instructional practices, and professional needs/growth.
- Teachers meet weekly through common planning to discuss and plan instructional action plans that will provide academic rigor instruction based on qualitative data.
- Twice a month, grade conferences are held to analyze students work and monitor academic progress as outlined by individual student goals.
- The Inquiry Team meets regularly to monitor the progress of our target population (Bottom 1/3). Based on findings, instructional strategies are developed and recommended to classroom teachers for implementation.
- Assessments are monitored continuously and updated on a regular basis. Staff engages in effective practices so that they can support and promote students in developing a deeper understanding of all content areas.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

- Teachers are required to use strategies grounded in multiple intelligences, student interests, and student needs/abilities to development daily lesson plans.
- Teachers are encouraged to provide recommendations for at-risk services to the guidance counselor and SSST.
- During the day, AIS is provided to small groups of students (pull-out/push-in).
- During Extended Day (2 days a week), AIS is provided to students who are at risk of academic slippage (levels 1 – levels 3.3)
- During Extended Day (2 days a week), Enrichment is provided to our high achievement population (level 3.4 – Level 4) in order to ensure students maintain or increase academic performance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

□

- □ Funds are allocated to provide assistance to students and their families who are in need of housing due to homelessness.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### **Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan

(CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			198,045	True	1-2
Title I, Part A (ARRA)	Federal	Yes			102,713	True	1-2
IDEA	Federal	Yes			93,038	True	1-2
Tax Levy	Federal	Yes			1,247,026	True	1-2

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<sup>1</sup>**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
  - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **Part A - For Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

Currently there are 0 students who have been identified as STH.

2. Please describe the services you are planning to provide to the STH population.

- § Students would receive assistance with obtaining required school supplies.
- § Students would receive assistance with obtaining the required school uniform.
- § Students would receive at-risk counseling, health services, and AIS.
- § Students would receive daily transportation.
- § Students would be encouraged to participate in extra-curricular activities.
- § Parental assistance would be available upon request.

### **Part B:**

**Part B - For Non-Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).  
n/a
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.  
 n/a
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.  
n/a



**CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_17K340\_011811-143912.doc

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

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

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN CLUSTER 6</b>	District <b>17</b>	School Number <b>340</b>	School Name <b>NORTH STAR ACADEMY</b>
Principal <b>JEAN WILLIAMS</b>	Assistant Principal <b>CLAUDETTE CHRISTIE</b>		
Coach <b>TAMARA JOHNSON</b>	Coach <b>type here</b>		
Teacher/Subject Area <b>YVETTE WARREN/SPECIAL ED.</b>	Guidance Counselor <b>CHRISTINE MCLEOD</b>		
Teacher/Subject Area <b>FRANTZ GUERRI/SPANISH</b>	Parent <b>type here</b>		
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>MARVIN THOMAS</b>		
Related Service Provider <b>ESTER RAPOSA (PARA)</b>	Other <b>type here</b>		
Network Leader <b>JULIA BOVE</b>	Other <b>type here</b>		

#### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>0</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

#### C. School Demographics

Total Number of Students in School	<b>275</b>	Total Number of ELLs	<b>0</b>	ELLs as Share of Total Student Population (%)	<b>0.00%</b>
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### Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here **THERE IS CURRENTLY NO ELLS POPULATION IN OUR SCHOOL COOMUNITY.**

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

<b>Push-In</b>							0	0	0					0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	0	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 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 special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Number of ELLs in a TBE program who are in alternate placement: 0

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							0	0	0					0
Chinese							0	0	0					0
Russian							0	0	0					0
Bengali							0	0	0					0
Urdu							0	0	0					0
Arabic							0	0	0					0
Haitian							0	0	0					0
French							0	0	0					0
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	0					0
Yiddish							0	0	0					0
Other							0	0	0					0
<b>TOTAL</b>	<b>0</b>													

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

	EL L	EP																		
Spanish													0	0	0	0	0	0	0	0
Chinese													0	0	0	0	0	0	0	0
Russian													0	0	0	0	0	0	0	0
Korean													0	0	0	0	0	0	0	0
Haitian													0	0	0	0	0	0	0	0
French													0	0	0	0	0	0	0	0
Other													0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

<b>Dual Language (ELLs/EPs) 9-12</b>										
<b>Number of ELLs by Grade in Each Language Group</b>										
	<b>9</b>		<b>10</b>		<b>11</b>		<b>12</b>		<b>TOTAL</b>	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish			0	0	0	0	0	0	0	0
Chinese			0	0	0	0	0	0	0	0
Russian			0	0	0	0	0	0	0	0
Korean			0	0	0	0	0	0	0	0
Haitian			0	0	0	0	0	0	0	0
French			0	0	0	0	0	0	0	0
Other			0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>This Section for Dual Language Programs Only</b>	
Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>0</u>	Asian: <u>0</u> Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u> Other: <u>0</u>

<b>Freestanding English as a Second Language</b>														
<b>Number of ELLs by Grade in Each Language Group</b>														
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>
Spanish							0	0	0					0
Chinese							0	0	0					0
Russian							0	0	0					0
Bengali							0	0	0					0
Urdu							0	0	0					0
Arabic							0	0	0					0
Haitian							0	0	0					0
French							0	0	0					0
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	0					0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other							0	0	0					0
<b>TOTAL</b>	<b>0</b>													

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

THERE IS CURRENTLY NO ELLS STUDENT POPLUATION IN OUR SCHOOL COMMUNITY.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week



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

THERE IS NO ELLS STUDENT POPULATION CURRENTLY IN OUR SCHOOL COMMUNITY.

### C. Schools with Dual Language Programs

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

THERE IS NO ELLS STUDENT POPULATION CURRENTLY IN OUR SCHOOL COMMUNITY.

### D. Professional Development and Support for School Staff

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

THERE IS NO ELLS STUDENT POPULATION CURRENTLY IN OUR SCHOOL COMMUNITY.

### E. Parental Involvement

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

THERE IS NO ELLS STUDENT POPULATION CURRENTLY IN OUR SCHOOL COMMUNITY.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							0	0	0				
	I							0	0	0				
	A							0	0	0				
	P							0	0	0				
READING/ WRITING	B							0	0	0				
	I							0	0	0				
	A							0	0	0				
	P							0	0	0				

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	0	0	0	0	0	0	0	0	0

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Math	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0		0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

**Additional Information**

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

THERE IS CURRENTLY NO ELLS STUDENT POPLUATION IN OUR SCHOOL COMMUNITY.

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	I.S. 340					
<b>District:</b>	17	<b>DBN:</b>	17K340	<b>School</b>		331700010340

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.0	95.1	94.4
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	95	89	105				
Grade 7	108	89	85				
Grade 8	115	106	84				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	0	1				
<b>Total</b>	<b>318</b>	<b>284</b>	<b>275</b>				

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	97.1	98.1	96.0

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	66.5	91.5	91.9

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	1	3	3

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	1	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	13	12	15	Principal Suspensions	32	22	43
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	1	1	2
Number all others	4	6	9				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	2	TBD	Number of Teachers	19	22	20
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	4	3
# receiving ESL services only	1	0	TBD				
# ELLs with IEPs	0	2	TBD				

*These students are included in the General and Special Education enrollment information above.*

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	0	1	2

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	2	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	47.4	50.0	65.0
				% more than 5 years teaching anywhere	63.2	63.6	70.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	79.0	86.0	85.0
American Indian or Alaska Native	0.0	0.0	0.4	% core classes taught by "highly qualified" teachers	88.9	95.0	100.0
Black or African American	92.8	91.5	94.2				
Hispanic or Latino	5.3	6.3	3.6				
Asian or Native Hawaiian/Other Pacific	1.3	1.1	1.1				
White	0.6	0.4	0.7				
<b>Male</b>	45.9	42.6	44.4				
<b>Female</b>	54.1	57.4	55.6				

**2009-10 TITLE I STATUS**

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase		Category		
	In Good	v	Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

**Individual Subject/Area AYP Outcomes:**

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA: v	ELA:
Math: v	Math:
Science: v	Graduation Rate:

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-					
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>3</b>	<b>3</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>	P
<b>Overall Score:</b>	47.5	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	P
School Environment:	5.8	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	4.1	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	31.6		
<i>(Comprises 60% of the</i>			
Additional Credit:	6		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)



**I.S. 340**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: I.S. 340**  
**ADDRESS: 227 STERLING PLACE**  
**TELEPHONE: 718-857-5516**  
**FAX: 718-230-5479**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 331700010340 **SCHOOL NAME:** I.S. 340

**SCHOOL ADDRESS:** 227 STERLING PLACE, BROOKLYN, NY, 11238

**SCHOOL TELEPHONE:** 718-857-5516 **FAX:** 718-230-5479

**SCHOOL CONTACT PERSON:** Mrs. Jean Williams **EMAIL ADDRESS** JWillia27@schools.nyc.gov

**POSITION / TITLE** **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Yvette Warren

**PRINCIPAL:** Mrs. Jean Williams

**UFT CHAPTER LEADER:** Gloria Martindale

**PARENTS' ASSOCIATION PRESIDENT:** Heather Lomax

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* N/A

**DISTRICT AND NETWORK INFORMATION**

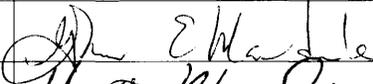
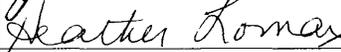
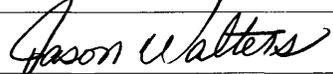
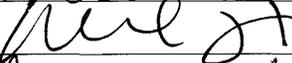
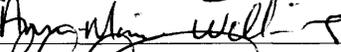
**CHILDREN FIRST NETWORK DISTRICT:** 17 **(CFN):** 602

**NETWORK LEADER:** JULIA BOVE/Jose V. De La Cruz

**SUPERINTENDENT:** RHONDA HURDLETAYLOR

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Jean Williams	*Principal or Designee	
Gloria Martindale	*UFT Chapter Chairperson or Designee	
Yvette Warren	SLT Chairperson	
Heather Lomax	*PA/PTA President or Designated Co-President/Secretary	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Jason Walters	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Rosana West	Member/Treasurer	
David Lomax	Member	
Anne-Marie Williams	Member	
Fayola Richardson	Member	
Claudette Christie	Member	
	Member	

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

□

### **WHAT WE OFFER OUR STUDENTS**

Students attending North Star Academy receive a quality education that prepares them for high school and college. By the end of our three year program, students will have an educational advantage over the average student entering high school. Our students are prepared to enter high school with advance standing. Also, our students' score exceptionally well on the city and state-wide assessment exams. We are very proud of their achievements.

Students will receive:

- OUR STAFF

We are staffed with an administrator, support staff, and dedicated teachers who are committed to the quality education of our students. All teachers are certified in their areas of expertise and put their hearts into ensuring that each student in the classroom is learning. They maintain regular contact with the home to keep parents abreast of how their children are progressing, and make themselves available during their preparatory periods for face-to-face parent conferences.

### **PARENTAL INVOLVEMENT**

Because of this, we urge parents to participate in the daily activities of our school be it via the Parent Teacher's Association, Parent Advisory Council, School Leadership Team, and a host of other parent committees.

SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		I.S. 340							
District:	13	DBN #:	17K340	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:		Attendance: - % of days students attended*:							
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08		2008-09	2009-10	
Pre-K	0	0	0		94		95.1	TBD	
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	(As of June 30)	2007-08		2008-09	2009-10	
Grade 3	0	0	0		97.1		98.08	TBD	
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	110	95	89	(As of October 31)	2007-08		2008-09	2009-10	
Grade 7	116	108	89		66.5		71	91.5	
Grade 8	115	115	106						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2007-08		2008-09	2009-10	
Grade 11	0	0	0		1		3	TBD	
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants - Total Number:					
Total	341	318	284	(As of October 31)	2007-08		2008-09	2009-10	
					0		1	0	
Special Education Enrollment:		Suspensions: (OSYD Reporting) - Total Number:							
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08		2008-09	2009-10	
# in Self-Contained	7	13	12	Principal Suspensions	32		22	TBD	

Classes									
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	1		1	TBD	
Number all others	0	4	6						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				CTE Program Participants		0	0	0	
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants	0		0	0	
# in Transitional Bilingual Classes	0	0	2						
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>					
# receiving ESL services only	2	1	0	(As of October 31)	2007-08		2008-09	2009-10	
# ELLs with IEPs	0	0	2	Number of Teachers	19		22	TBD	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals		5	4	TBD	
				Number of Educational Paraprofessionals		0	1	TBD	
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10		
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD		
				% more than 2 years teaching in this school		47.4	50	TBD	
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere		63.2	63.6	TBD	
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	79	86	TBD		
American Indian or Alaska Native	0	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.9	95	TBD		
Black or African American	93	92.8	91.5						
Hispanic or Latino	5	5.3	6.3						

Asian or Native Hawaiian/Other Pacific Isl.	1.5	1.3	1.1
White	0.6	0.6	0.4
Multi-racial			
<b>Male</b>	43.4	45.9	42.6
<b>Female</b>	56.6	54.1	57.4

**2009-10 TITLE I STATUS**

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10	

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

**SURR School:** If yes, area(s) of SURR Yes  No  identification:

**Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):**

In Good Standing (IGS)	<input checked="" type="checkbox"/>
Improvement Year 1	<input type="checkbox"/>
Improvement Year 2	<input type="checkbox"/>
Corrective Action (CA) - Year 1	<input type="checkbox"/>
Corrective Action (CA) - Year 2	<input type="checkbox"/>
Restructuring Year 1	<input type="checkbox"/>
Restructuring Year 2	<input type="checkbox"/>
Restructuring Advanced	<input type="checkbox"/>

**Individual Subject/Area AYP Outcomes:**

<b>Elementary/Middle Level</b>	<b>Secondary Level</b>
ELA: Y	ELA:
Math: Y	Math:
Science: Y	Graduation Rate:

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	√	√					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							

Students with Disabilities	-	-	-			
Limited English Proficient	-	-				
Economically Disadvantaged	√	√				
<b>Student groups making AYP in each subject</b>	3	3	1			

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results - 2008-09</b>	<b>Quality Review Results - 2008-09</b>		
<b>Overall Letter Grade</b>	B	<b>Overall Evaluation:</b>	√
<b>Overall Score</b>	54.9	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>	Quality Statement 1: Gather Data		√
School Environment (Comprises 15% of the Overall Score)	9.1	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	15.4	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	27.4	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	3	Quality Statement 5: Monitor and Revise	√
<b>Key: AYP Status</b>	<b>Key: Quality Review Score</b>		
√ = Made AYP	Δ = Underdeveloped		
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features		
X = Did Not Make AYP	√ = Proficient		
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed		
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding		
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.			
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>			

## **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

□

### **Student Performance Trends** (Based on 2009-2010 Progress Report)

- 59.6% of students are performing at the proficiency level 3 or 4 in ELA.
- 69.1% of students are performing at the proficiency level 3 or 4 in Math.
- The median proficiency level in ELA is 3.03.
- The median proficiency level in Math is 3.41.
- 78% of our lowest one-third student population in ELA made progress.
- 73.5% of our lowest one-third student population in Math made progress.

### **Greatest Accomplishments**

The principal and staff work collaboratively to create a calm, respectful, and orderly environment in which learning can take place.

The school has a good understanding of student needs because it effectively analyzes relevant data, including past performance and comparisons with similar schools.

The school utilizes progress and performance from various assessments, which allows the administrative team to evaluate the effectiveness of instructional practice.

The variety and frequency of summative math data gathered from ARIS, Acuity, and teacher made assessments by the inquiry team helps the school to identify the specific learning needs of special education students.

Professional Development opportunities are enabling the staff to grow and develop professionally.

Teachers and support staff attend many professional development offerings that help them grow professionally and positively impact students' progress.

### **Aids and Barriers**

Teachers need to deepen their practice in setting individual learning goals for students that define the next steps in achieving long-term goals so that they know what to do to improve.

Teacher teams must begin to strengthen their use of data in setting long-term goals for targeted students and in tracking students' growth toward reaching long-term goals.

Data driven instruction must consistently reflect rigorous differentiated instructional practice across all content areas.

As a school community, there must be unified structures in record keeping that includes setting interim checkpoints to monitor progress towards benchmark goals.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> <b>Goal 1:</b> <input type="checkbox"/> By June 2011, there will be a 5% increase in the number of students who achieve at or above level 3 as measured by various instruments such as periodic assessments, midterm exams, unit tests, and the NYS English Language Arts Assessment.	<input type="checkbox"/> Increase performance levels in English Language Arts for our students performing at levels 3 and 4.
<input type="checkbox"/> <input type="checkbox"/> <b>Goal 2:</b> By June 2011, there will be a 5% increase in the number of students who achieve at or above level 3 as measured by various instruments such as periodic assessments, midterms, unit tests, and the NYS Mathematics Assessment.	<input type="checkbox"/> To increase performance levels in Mathematics for our students performing at levels 3 and 4.
<input type="checkbox"/> <input type="checkbox"/> <b>Goal 3:</b> By June 2011, 90% of the teachers will demonstrate effective use of data analysis to set students’ goals and monitor progress by engaging in inquiry work.	<input type="checkbox"/> To increase the number of teachers using data to differentiate their instruction more extensively and consistently.
<input type="checkbox"/> <b>Goal 4:</b> <input type="checkbox"/> By June 2011, more than 75% of students will achieve a score of 80% as measured by the New York City Blueprint for the Arts.	<input type="checkbox"/> To increase proficiency levels of students in Arts.
<input type="checkbox"/> <input type="checkbox"/> <b>Goal 5:</b> By June 2011, there will be a 10% increase in parental involvement in shared leadership within the school community as measured by parent surveys, parent volunteerism and attendance.	<input type="checkbox"/> To increase parental attendance and volunteerism at PTA meetings, SLT meetings, Parent Teachers Conferences, and other events.



## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject Area**  
(where relevant) : Goal1: English Language Arts

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> <b>Goal 1:</b> <input type="checkbox"/> By June 2011, there will be a 5% increase in the number of students who achieve at or above level 3 as measured by various instruments such as periodic assessments, midterm exams, unit tests, and the NYS English Language Arts Assessment.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> Engage each teacher in differentiated instructional practices (Tiered Lesson Planning, Compacting and Learning Centers) to meet the individual needs of students.</li> <li>• Creation and implementation of a unified curriculum map based on the components of Balanced Literacy model aligned to NYS ELA and Common Core Standards.</li> <li>• Collaborative implementation of literacy skills and strategies across all content areas.</li> <li>• Recruitment and retraining of school personnel to broaden and deepen instructional practices through high quality standards-based, results driven professional development.</li> <li>• Collaborative Teams (Data Inquiry Team members and Teachers) will meet monthly to set measurable goals for grades, classes and targeted students based on formal and informal assessments.</li> <li>• Extended Day will include AIS, enrichment and preparation for Regents Examinations.</li> <li>• Grades 6, 7 and 8 students will be engaged in two additional writing periods weekly.</li> <li>• Literacy Coach will collaborate with all content area teachers to infuse literacy skills, strategies and techniques that are aligned with the NYS ELA and Common <b>Core</b> Standards.</li> <li>• The writing teacher will implement technology to enhance students' published works.</li> <li>• Use of Renzulli Learning System, a web based learning coach, to provide differentiated instruction and enrichment learning for all students.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Literacy Coach: Title I SWP, Title I ARRA SWP  5 Teachers: Title I SWP, TL Fair Student Funding, FSF General Hold Harmless, TL Children First Funding, Title I ARRA SWP, TL Stabilization</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Initial indicator September 2010:  Acuity and New York State ELA Exam for Grades 6-8.</p> <p>Midterm indicator January 2011:  Acuity Interim Assessments  Attendance at NYC DOE PD sessions, CFN Training Sessions and In-House Professional Development Sessions conducted by Principal, Network Support Specialists, Coach and Consultants to support the implementation of the curriculum.  Principal will routinely monitor the delivery of data driven instruction by formal and informal observations.  Increased infusion of literacy strategies and skills in Science, Social Studies, Math and the Arts.  Documented evidence of monitoring students' progress based on data driven identified goal.  Presence of Learning Centers in classrooms to facilitate data driven differentiated instruction.  Decreased enrollment in ATS of students mandated for AIS.  Increased enrollment of Non-mandated students in the Extended Day enrichment and test preparation programs.</p> <p>End-term indicator June 2011:  Writing Portfolios and participation in writing and poetry competitions.</p> <ul style="list-style-type: none"> <li>• Acuity and New York State ELA Exam for Grades 6-8.</li> </ul>

**Subject Area**  
**(where relevant) :**

**Goal 2: Mathematics**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/><input type="checkbox"/> <b>Goal 2:</b> By June 2011, there will be a 5% increase in the number of students who achieve at or above level 3 as measured by various instruments such as periodic assessments, midterms, unit tests, and the NYS Mathematics Assessment.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• <input type="checkbox"/><input type="checkbox"/> Program level 4 students (grade 6) to receive instruction by upper grade teachers in order to promote academic rigor within the curriculum.</li> <li>• Program levels 1, 2 and 3 students to receive math instruction</li> </ul>

<p><i>members; and implementation timelines.</i></p>	<p>using the co-teaching modeling order to promote differentiated instruction and academic rigor within the classrooms.</p> <ul style="list-style-type: none"> <li>• Continue with the use of the challenging nationally validated, Impact Mathematics Curriculum, focused on integrating the workshop model into daily instruction using the investigation notebooks and reflection journals.</li> <li>• A daily program schedule for the Math Para-professional to provide AIS to mandated students.</li> <li>• Program students weekly to receive direct instruction in the exploration of problem solving in order to improve their ability to answer short response and extended response questions as measured by the New York State Math Assessment (rubric).</li> <li>• Collaborative Teams (Data Inquiry Team members and Teachers) will meet bi-monthly to set measurable student goals based on formal and informal assessments.</li> <li>• Extended day program will include AIS, Enrichment, and Preparation for the Integrated Algebra Regents.</li> <li>• Use of Renzulli Learning System, a web based learning coach, to provide differentiated instruction and enrichment learning for all students.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>  <input type="checkbox"/> 3 Teachers: TL Fair Student Funding</p> <p>Math AIS Para: Title I SWP</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Initial indicator September 2010  Acuity and New York State Math Exam for Grades 6-8.</p> <p>Mid-term indicator January 2011:  Acuity Assessments  Attendance at NYC DOE PDs, CFN Training Sessions and In-House Professional Development Sessions conducted by Principal, Network Support Specialists , and Consultants to support the implementation of the curriculum.  Principal will routinely monitor the delivery of data driven instruction by formal and informal observations.  Teachers' lesson plans must indicate how data is used to meet the needs of students.  Documented evidence of monitoring students' progress based on data driven identified goals.  Presence of Learning Centers in classrooms to facilitate data driven differentiated instruction.  Increased literacy and technology usage in math classrooms.</p> <p>End-term indicator June 2011:  Math Exam for Grades 6-8  High student proficiency on the Regents Integrated Algebra</p>

	Exam.
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**Subject Area**  
(where relevant) :

**Goal 3: Data**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> <input type="checkbox"/> <b>Goal 3:</b> By June 2011, 90% of the teachers will demonstrate effective use of data analysis to set students' goals and monitor progress by engaging in inquiry work.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> Teachers will be trained in the use of ARIS.</li> <li>• Principal, Coach, and teachers will meet bi-weekly to conduct case studies or to focus on a target group of students.</li> <li>• Implement establish protocols for looking at student work.</li> <li>• Use of assessment data to determine the type of learning support needed to occur in content area classes.</li> <li>• Meet with students to set progress goals in various subject areas.</li> <li>• Provide targeted professional development for teachers.</li> <li>• Teachers will engage in peer-coaching and inter-visitations to share strategies that support improved teaching and learning.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Literacy Coach: Title I SWP, Title I ARRA SWP Staff Development and Support Services: TL Fair Student Funding Materials/Supplies: TL Fair Student Funding, NYSTL Funding, TL FSF General Hold Harmless</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Initial indicator September 2010:  Documented evidence of monitoring students' progress based on data driven identified goal.  Increased technology usage in accessing data.</p> <p>Mid-term indicator January 2011:  Attendance at NYC DOE PD sessions, CFN training sessions and In-House Professional Development Sessions conducted by Principal, Network Support Specialist, Coach and Consultants to support the deepened use of data in all content areas.  Minutes from weekly common planning meetings, case studies of students' performances and analysis of students' work.  Routine Principal's monitoring of the delivery of data driven instruction by conducting learning walks and formal and informal observations.  Presence of Learning Centers in classrooms to facilitate data driven differentiated instruction.  Increased technology usage in accessing data.</p> <p>End-term indicator June 2011:</p> <ul style="list-style-type: none"> <li>• Teachers' lesson plans must indicate how data is used to meet the individual needs of students and incorporate the use of Understanding by Design Model (UBD).</li> </ul>
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**Subject Area**  
**(where relevant) :**

**Goal 4: Arts Education**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> <b>Goal 4:</b> <input type="checkbox"/> By June 2011, more than 75% of students will achieve a score of 80% as measured by the New York City Blueprint for the Arts.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Schedule all students for at least two periods to participate in the Arts Program.</li> <li>• Parallel program students to participate in chorus, art, and violin during After-school twice weekly.</li> <li>• Subsidize school visits to places of interests related to Arts Education.</li> <li>• Provide opportunities for professional development through CFN and other agencies.</li> <li>• Schedule congruent planning time for teachers to collaborate and plan activities/lessons.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>□ Teacher: TL Fair Student Funding</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>□ <b>Initial indicator September 2010:</b>  Teacher created assessments based on the New York City Blueprint for the Arts.</p> <p><b>Mid-term indicator January 2011:</b>  Students will create projects and participate in performances (Holiday Celebrations, Cultural Celebrations, and Seasonal Celebrations).  Students' work will reflect the interdisciplinary teaching and learning of the Arts and other content areas.  Principal will conduct formal and informal observations.  Attendance at CFN scheduled PD Sessions and other PD Sessions.</p> <p><b>End-term indicator June 2011:</b>  An increase in the number of students auditioning for high schools with Arts programs next school year.  Feedback from students and parents.</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>□ <b>Initial indicator September 2010:</b>  The school community develops a shared mission and vision for school improvement.  Collaborative developed school-wide solutions having analyzed data to determine areas in need of improvement.  Alignment of the CEP, Principal's, Teachers', Students' and Parents' goals and objectives to achieve the mission and vision of MS 340.</p> <p><b>Mid-term indicator January 2011:</b>  PTA meetings, SLT meetings, Workshops and other events.  Documented evidence of increased shared information with parents.  Choice of programs and/or services to be implemented based on their proven results and needs of students.</p> <p>Increased volunteering by parent.</p> <p>End-term indicator June 2011:  Feedback from students and parents.</p>
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**Subject Area**

**Goal 5 Parental Involvement**

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

## APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	26	19	26	26	6	0	0	2
7	37	11	37	37	3	0	0	4
8	30	24	30	30	7	0	0	1
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Part B - Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p><input type="checkbox"/> During the Day – Daily push-in for 42 minutes (September 2010-June 2011)</p> <ul style="list-style-type: none"> <li>• ≤ 15 students</li> <li>• Explicit instruction</li> </ul> <p>Extended Day – Weekly for 50 minutes (September 2010-June 2011)</p> <ul style="list-style-type: none"> <li>• Utilize various supplemental materials</li> <li>• ≤ 10 students</li> <li>• Explicit instruction</li> </ul>
<p><b>Mathematics:</b></p>	<p><input type="checkbox"/> During the Day – Daily push-in for 42 minutes (September 2010-June 2011)</p> <ul style="list-style-type: none"> <li>• ≤ 15 students</li> <li>• Explicit instruction</li> </ul> <p>Extended Day – Weekly for 50 minutes (September 2010-June 2011)</p> <ul style="list-style-type: none"> <li>• ≤ 10 students</li> <li>• Explicit instruction</li> <li>• Utilize Coach Mathematics, various supplemental materials, and manipulative</li> </ul>
<p><b>Science:</b></p>	<p><input type="checkbox"/> Extended Day – Weekly for 50 minutes (September 2010-June 2011)</p> <ul style="list-style-type: none"> <li>• ≤ 10 students</li> <li>• Explicit instruction</li> <li>• Utilize various science-related supplemental materials</li> </ul>
<p><b>Social Studies:</b></p>	<p><input type="checkbox"/> During the Day - Bi-Monthly (November 2010 - May 2010)</p> <ul style="list-style-type: none"> <li>• Explicit instruction in research and content with Brooklyn Connections</li> <li>• Utilize various social studies related supplemental materials</li> </ul>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><input type="checkbox"/> School counselor provides guidance and crisis counseling services during the school day to students (grade 6-8) who are mandated. In addition, guidance will be provided to at-risk students and the general student body on a needed basis. Counseling and conferences will be held with parents and teachers; classroom observations and interventions; referrals to outside agencies.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p><input type="checkbox"/> School psychologist offers clinical services, agency referrals, and educational, social, and personal services during the school day on an as needed basis. Initial referrals will be conducted for special education services. Meeting with at-risk female group on a weekly basis.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p><input type="checkbox"/> Social Worker provides individual and group counseling on a half-day weekly basis; conference with parents and teachers; classroom observations and interventions; referrals to outside agencies.</p>
<p><b>At-risk Health-related Services:</b></p>	<p><input type="checkbox"/> Health related services are offered during the school day as needed. Health related services are provided daily to monitor students' glucose before and after lunch. Students are assisted with coping strategies on how to manage health related issues such as diabetes, asthma, etc. Epi-pen is available for anaphylactic shock. Support is also provided by a licensed Registered Nurse.</p>

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy** - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### **Section I. Student and School Information.**

**Grade Level(s)**

**6, 7, 8**

**Number of Students to be Served:**

**LEP 0**

**Non-LEP 0**

**Number of Teachers 0**

**Other Staff (Specify) 0**

**School Building Instructional Program/Professional Development Overview**

### **Section II. Title III, Part A LEP Program Narrative**

#### **Language Instruction Program**

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

ELL Identification Process:

MS 340 is a learning environment that addresses the needs of students who are academically gifted. This student body consists of a diverse group of learners, but currently, there are no ELLs enrolled in our school. Despite this fact, several measures were adopted to support any ELLs who might enter the school during the course of the academic year for the initial identification of any ELL students. Measures include: Administration of

the Home Language Questionnaire (HLQ) in the student's native language, Initial Formal Assessment (IFA), and trained personnel to conduct an Informal Oral Interview.

**Programming and Scheduling Information:**

Any ELL student who is identified as a Special Education student would be offered additional support by the special needs providers and would be given the maximum time allotment accommodation for all formal and informal assessments. Student support would also include the reading and rereading of directions on all assessments as well as the questions on all other content area subjects, except English Language Arts. The special education teachers would engage in the use of rehearsal strategies, multiple teaching approaches that reinforces concepts and ideas through visual, auditory, and tactile measures, as well as content reinforcement in native language with the support of the alternate placement paraprofessional.

**Targeted Intervention Programs:**

The school would use results from diagnostics, interest surveys, reading logs, interviews, learning style surveys, and ongoing assessments to plan intervention for any incoming ELL student. Students would be placed in small reading groups and their instruction would be tailored to meet their individual needs. With the support of the paraprofessional, the students would maintain a portfolio where they would track their own progress in a systematic and authentic manner. ELL students would participate in our extended day activities and after-school enrichment programs. They would also be invited to participate in using our web-based instructional programs such as Renzulli in a small group setting. Saturday school and summer school is also offered as additional support so that students could reach proficiency.

The students would be offered equal access to all programs that are in effect. The students would participate in after school clubs where they are given choices to select by interest. They would be supported by other students in the program through peer collaboration where other bilingual students who are more fluent in both languages would assist and interact with them. The alternate placement paraprofessional would also shadow students to after-school enrichment programs and offer any additional needed support. All instructional and enrichment programs as well as resources would be appropriate for these students.

### **Professional Development Program**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

□

**Professional Development and Support for School Staff:**

To ensure that all teachers are provided with effective support, ongoing professional development in the areas of strategy implementation and guidelines for working effectively with ELL students would be conducted on an ongoing basis. The school periodically would also periodically seeks the support services of the CFN specialists who are versed in the area of instructional strategies to enhance ELL students, IEP instruction, and Response to Intervention (RTI) strategies. The Principal and the instructional team would ensure that the teachers were engaged in monthly planning sessions during team meetings and grade conferences where they have opportunities to voice their concerns, get feedback, and have questions clarified. Teachers would also be trained and supported to engage in the effective analysis of student data in order to plan differentiated instruction. Teachers would be given ongoing training in current scientific research-based strategies on improving the performance of ELL students. Collaborative planning sessions with schools administrators, literacy and math specialists, guidance counselors and support staff would take place and then information would be disseminated to all support teachers in an attempt to help any ELL student meet their transitional needs.

**Parent Involvement:**

**Data Assessment Review:**

To assess any incoming ELL students' literacy skills, we would use materials from Fountas and Pinnell, running records, and teacher created assessments. Based on the results of these assessments, the school's instructional team along with the students' literacy and content area teachers would be able to support the students in creating learning goals and benchmarks as well as the teachers in creating teaching goals and benchmarks. Based on these teaching and learning goals, as well as instructional mandates for these students, an instructional action plan, one that is aligned with the Balanced Literacy Curriculum would be created and put in place to address the early literacy needs of these students. The mandates of the instructional plan would allow

the teachers to cross compare monthly students' data with students' performance on the LAB-R and the NYSESLAT in order to determine next step for planning and teaching. Based on the students continued progress on assessments taken in both English and native language, the instructional team would be made aware of trends that are indicators of students proficiency in the English Language.

**Section III. Title III Budget**

School: **MS 340 NORTH STAR ACADEMY**  
 BEDS Code: **331700010340**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$0.00	<input type="checkbox"/> N/A
<b>Purchased services</b> - High quality staff and curriculum development contracts	\$0.00	<input type="checkbox"/> N/A
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$0.00	<input type="checkbox"/> N/A
<b>Educational Software (Object Code 199)</b>	\$0.00	<input type="checkbox"/> N/A
<b>Travel</b>	\$0.00	<input type="checkbox"/> N/A
<b>Other</b>	\$0.00	<input type="checkbox"/> N/A
<b>TOTAL</b>	<b>0</b>	

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

### **Part A: Needs Assessment Findings**

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

The Pupil Personnel secretary uses the information (parent's preferred language section) indicated on the Blue Emergency Contact Cards to determine whether or not translation and/or oral interpretation needs are required.

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

Based on the information (parent's preferred language section) indicated on the Blue Emergency Contact Cards all parents prefer to receive information and documentation in English.

### **Part B: Strategies and Activities**

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

Parent Coordinator downloads translation request form at designated website. Email completed form at least 2-weeks prior to desired date. Project Manager at translation services provides a conformation with completion date via email. Translated document is returned to Parent Coordinator via email (PDF format) within 2 weeks.

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

Parent Coordinator contacts T and I services as needed via phone. The specific language interpreter is requested and services are rendered.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

- "Translation Services" signs are posted within the school building.

- Copies of the Family Guide are provided and made available in various languages.
  
- Parent coordinator serves as the school designee to make arrangements for translation and interpretation services with T and I Unit.
  
- School has a procedure for ensuring that important documents are translated and sent home.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

- *All* Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

### PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	198,046	102,714	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,357		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	11,788	*	
4. Enter the anticipated 10% set-aside for Professional Development:	23,576	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:

100.00

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

N/A

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

### PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

#### 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Explanation** : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.



## Parent Involvement Policy

Responsibility for parental involvement must be shared by all members of the school staff. Although the Parent Coordinator and/or Family Assistant may have a higher level of ongoing direct involvement with parents/guardians, it is essential that the school-based supervisor/staff developer and the classroom team clearly communicate their enthusiasm for parental involvement.

### The School-Based Supervisor/Staff Developer

The School-Based Supervisor/Staff Developer in cooperation with other members of the school community work together to establish and maintain a supportive school climate that acknowledges the positive outcomes of active involvement. To increase parent involvement, the School-Based Supervisor/Staff Developer works with the school team to:

- Invite and welcome parents/guardians into the school;
- Acknowledge and show respect for parents/guardians voice;
- Maintain regular formal and informal contact with parents;
- Uphold high expectations for all;
- Provide information on educational issues;
- Maintain a viable presence at parent involvement events including those in the family room and the classroom.
- Facilitate opportunities for parents to assess children’s progress.

### The Teaching Staff

The Teacher’s role in parental involvement is pivotal to successful implementation of the home-school partnership. Developing a respectful reciprocal relationship with parents/guardians is essential. Dialogue must flow both ways. The teacher can reach out to promote parent involvement by:

- Establishing a classroom environment that conveys the feeling of “you are welcome”;
- Demonstrating respect for diversity in family structure, ethnicity, culture language;
- Being sensitive to family stressors;
- Reporting on student progress on a regular basis;
- Striving to focus on the strength of students.

(Please sign and return the bottom portion of this form.)

I, \_\_\_\_\_, parent of \_\_\_\_\_, of class \_\_\_\_\_, have read and understand the Parent Involvement Policy, above, and agree to do my part to ensure my child’s optimum educational experience at North Star Academy (MS 340).

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

### 2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

**Explanation** : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to

include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

## SCHOOL-PARENT COMPACT

The school and parents, working cooperatively to provide for the successful education of the children, agree to the following:

The School Agrees to:

- Convene an annual meeting for Title 1 parents to inform them of the Title 1 program and their rights to be involved.
- Offer a flexible number of meetings at various times, and if necessary, and if funds are available, will provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.
- Actively involve parents in planning, reviewing and improvement in the Title 1 programs and the parental involvement policy.
- Provide parents with timely information about all programs.
- Provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.
- Provide high-quality curriculum and instruction.
- Deal with communication issues between teachers and parents through:
  1. semi-annual parent-teacher conferences
  2. frequent reports to parents on their children's progress
  3. reasonable access to staff
  4. opportunities to volunteer and participate in school activities
- Assure that parents may participate in professional development activities if the school determines they are appropriate; for example, literacy, math, and technology classes and/or workshops.

The Parent/Guardian Agrees to:

- Become involved in developing, implementing, evaluating and revising the school parent involvement policy.
- Use or ask for technical assistance training that the local education authority of school may have to offer on child rearing practices and teaching and learning strategies.
- Work with our child/children on their schoolwork. (Read with the child/children for at least 30 minutes per day)
- Monitor our child's/children's

1. attendance at school
  2. homework
  3. television watching
  4. behavior in school
- Share the responsibility for improved student achievement.
- Communicate with our child's/children's teacher about their educational needs.
- Ask parents and parent groups to provide information to the school on what type of training or assistance they would like and/or need to help them be more effective in assisting your child/children in the education process.

(Please detach and return the bottom portion of this form.)

I, \_\_\_\_\_, parent of \_\_\_\_\_, of class \_\_\_\_\_, have read and understand the School – Parent Compact, above, and agree to adhere to the stipulation within to ensure my child's optimum educational experience at North Star Academy (MS 340).

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

#### **Section I: Schoolwide Program (SWP) Required Components**

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Our learning community has implemented various Schoolwide Programs to assess and meet the needs of our students as required under NCLB. We are committed to developing Schoolwide projects that will promote the groundwork for widespread changes in our curriculum and instructional practices while setting high expectations for all students. To ensure that our students are fundamentally experiencing instruction in content areas that will provide deeper understanding and higher academic performance we have implemented students, staff, and parent surveys. In addition, collaborative meetings and conferences between administration and key members of the learning community such as support staff, teachers, parents, and local community based organizations are held on a continuous basis. We utilize formative and summative data that are obtained from the School Leadership Team, CFN Cluster 6 support staff, the school Progress Report, Interim Assessments, ARIS, Scranton Performance, Acuity, State Assessments, student journals, project-based assessments using rubrics, Core Curriculum, NYS Standards, coach-designed assessments, teacher logs, student's work samples, annual reviews, and on-going student goals and benchmark assessments.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement .

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.

- Meet the educational needs of historically underserved populations and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with, and are designed to implement State and local improvement, if any.
- Engage each teacher in differentiated instructional practices (Tiered Lesson Planning, Compacting and Learning Centers) to meet the individual needs of students.
- Creation and implementation of a unified curriculum map based on the components of core-subjects areas as aligned to the NYS Standards.
- Collaborative implementation of literacy strategies across all content areas.
- Recruitment and retraining of school personnel to broaden and deepen instructional practices through high quality standards- based, results driven professional development.
- Collaborative Teacher Teams
- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs, Saturday Academy and other opportunities.
- Help provide an enriched and accelerated curriculum.
  - Saturday Academy Program
    - Integrated Algebra Regents Examination
    - Spanish Proficiency Exam
    - Living Enrichment Program
- Meet the educational needs of historically underserved populations.
  - Provide students with school supplies when necessary
    - Provide enrichment and academic services to students
    - Provide students with at-risk services through guidance
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

We monitor the academic and social development of at-risk students through Teacher Teams and other support services.

Identified students are notified and Coach and Guidance Counselor meet with them to discuss progress and potential barriers.

o Are consistent with and are designed to implement State and local improvement, if any.

Extended Day AIS Program  
At-risk Counseling

3. Instruction by highly qualified staff.

100%

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

- Professional development will be aligned to the interest and needs of the staff members as indicated through the results of conferences, teacher surveys, and teacher observations.
- Collaborative professional development will be provided through ICI/ISC course offerings and consultants.
- Literacy and Math Coaches provide in-class model lessons, articulation meetings, mentoring, and coaching.
- A study group will be formed around the research supported by Wiggins and McTighe, Understanding By Design, an approach to designing curriculum.
- Professional development books will be purchased and workshops were conducted in order to support teachers with this initiative.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- Job Fairs will be attended in order to hire and maintain teachers who are certified in specific subject areas.
- Referrals and resumes will be reviewed carefully to ensure that State certification is met.
- The NYC Teaching Fellows website will be utilized to recruit shortage area teachers.
- Teachers who are teaching out of their license areas will be programmed to teach in their certification areas, consistent with State requirements, wherever possible.
- Teachers will be encouraged to use online HOUSSE to demonstrate subject mastery.
- New teachers will be informed of various supportive services such as the New Teacher Mentoring Program and Coach Facilitation and interventions.
- Weekly teacher meetings will enable the collaborative process to proceed smoothly in subject areas.

6. Strategies to increase parental involvement through means such as family literacy services.

- Principal, Coaches, Parent Coordinator, and the PTA Executive Members will meet quarterly to design and conduct Parent Workshops for ELA, Math, and other activities.
- The Parent Coordinator, SLT, and the PTA will hold meetings to coordinate activities to celebrate student achievement.
- Parents will receive notices regarding school events, activities and meetings via paper, phone and emails.
- Develop a school website that will serve as a communication tool between staff and parents/guardians.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

- Principal holds one-on-one conference with teachers throughout the year to discuss student progress, instructional practices, and professional needs/growth.
- Teachers meet weekly through common planning to discuss and plan instructional action plans that will provide academic rigor instruction based on qualitative data.
- Twice a month, grade conferences are held to analyze students work and monitor academic progress as outlined by individual student goals.
- The Inquiry Team meets regularly to monitor the progress of our target population (Bottom 1/3). Based on findings, instructional strategies are developed and recommended to classroom teachers for implementation.
- Assessments are monitored continuously and updated on a regular basis. Staff engages in effective practices so that they can support and promote students in developing a deeper understanding of all content areas.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

- Teachers are required to use strategies grounded in multiple intelligences, student interests, and student needs/abilities to development daily lesson plans.
- Teachers are encouraged to provide recommendations for at-risk services to the guidance counselor and SSST.
- During the day, AIS is provided to small groups of students (pull-out/push-in).
- During Extended Day (2 days a week), AIS is provided to students who are at risk of academic slippage (levels 1 – levels 3.3)
- During Extended Day (2 days a week), Enrichment is provided to our high achievement population (level 3.4 – Level 4) in order to ensure students maintain or increase academic performance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

- Funds are allocated to provide assistance to students and their families who are in need of housing due to homelessness.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP) Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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)	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	Page#(s)
		Yes	No	N/A			
Title I, Part A (Basic)	Federal	Yes			198,045	True	1-2
Title I, Part A (ARRA)	Federal	Yes			102,713	True	1-2
IDEA	Federal	Yes			93,038	True	1-2
Tax Levy	Federal	Yes			1,247,026	True	1-2

<sup>1</sup>**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program

- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

**PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.  
 N/A
2. Ensure that planning for students served under this program is incorporated into existing school planning.  
 N/A
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;  
 N/A
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and  
 N/A
  - c. Minimize removing children from the regular classroom during regular school hours;  
 N/A
4. Coordinate with and support the regular educational program;  
 N/A
5. Provide instruction by highly qualified teachers;  
 N/A
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;  
 N/A
7. Provide strategies to increase parental involvement; and  
 N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **Part A - For Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
Currently there are 0 students who have been identified as STH.
2. Please describe the services you are planning to provide to the STH population.
  - Students would receive assistance with obtaining required school supplies.
  - Students would receive assistance with obtaining the required school uniform.
  - Students would receive at-risk counseling, health services, and AIS.
  - Students would receive daily transportation.
  - Students would be encouraged to participate in extra-curricular activities.
  - Parental assistance would be available upon request.

### **Part B:**

#### **Part B - For Non-Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).  
n/a
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
  - n/a
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.  
n/a





# **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_17K340\_011811-143912.doc

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

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

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN CLUSTER 6</b>	District <b>17</b>	School Number <b>340</b>	School Name <b>NORTH STAR ACADEMY</b>
Principal <b>JEAN WILLIAMS</b>		Assistant Principal <b>CLAUDETTE CHRISTIE</b>	
Coach <b>TAMARA JOHNSON</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>YVETTE WARREN/SPECIAL ED.</b>		Guidance Counselor <b>CHRISTINE MCLEOD</b>	
Teacher/Subject Area <b>FRANTZ GUERRI/SPANISH</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>MARVIN THOMAS</b>	
Related Service Provider <b>ESTER RAPOSA (PARA)</b>		Other <b>type here</b>	
Network Leader <b>JULIA BOVE</b>		Other <b>type here</b>	

#### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>0</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

#### C. School Demographics

Total Number of Students in School	<b>275</b>	Total Number of ELLs	<b>0</b>	ELLs as Share of Total Student Population (%)	<b>0.00%</b>
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### Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here **THERE IS CURRENTLY NO ELLS POPULATION IN OUR SCHOOL COOMUNITY.**

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

<b>Push-In</b>							0	0	0					0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	0	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 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 special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Number of ELLs in a TBE program who are in alternate placement: 0										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							0	0	0					0
Chinese							0	0	0					0
Russian							0	0	0					0
Bengali							0	0	0					0
Urdu							0	0	0					0
Arabic							0	0	0					0
Haitian							0	0	0					0
French							0	0	0					0
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	0					0
Yiddish							0	0	0					0
Other							0	0	0					0
<b>TOTAL</b>	<b>0</b>													

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

	EL L	EP																		
Spanish													0	0	0	0	0	0	0	0
Chinese													0	0	0	0	0	0	0	0
Russian													0	0	0	0	0	0	0	0
Korean													0	0	0	0	0	0	0	0
Haitian													0	0	0	0	0	0	0	0
French													0	0	0	0	0	0	0	0
Other													0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

<b>Dual Language (ELLs/EPs) 9-12</b>										
<b>Number of ELLs by Grade in Each Language Group</b>										
	<b>9</b>		<b>10</b>		<b>11</b>		<b>12</b>		<b>TOTAL</b>	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish			0	0	0	0	0	0	0	0
Chinese			0	0	0	0	0	0	0	0
Russian			0	0	0	0	0	0	0	0
Korean			0	0	0	0	0	0	0	0
Haitian			0	0	0	0	0	0	0	0
French			0	0	0	0	0	0	0	0
Other			0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>This Section for Dual Language Programs Only</b>	
Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>0</u>	Asian: <u>0</u> Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u> Other: <u>0</u>

<b>Freestanding English as a Second Language</b>														
<b>Number of ELLs by Grade in Each Language Group</b>														
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>
Spanish							0	0	0					0
Chinese							0	0	0					0
Russian							0	0	0					0
Bengali							0	0	0					0
Urdu							0	0	0					0
Arabic							0	0	0					0
Haitian							0	0	0					0
French							0	0	0					0
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	0					0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other							0	0	0					0
<b>TOTAL</b>	<b>0</b>													

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

THERE IS CURRENTLY NO ELLS STUDENT POPLUATION IN OUR SCHOOL COMMUNITY.

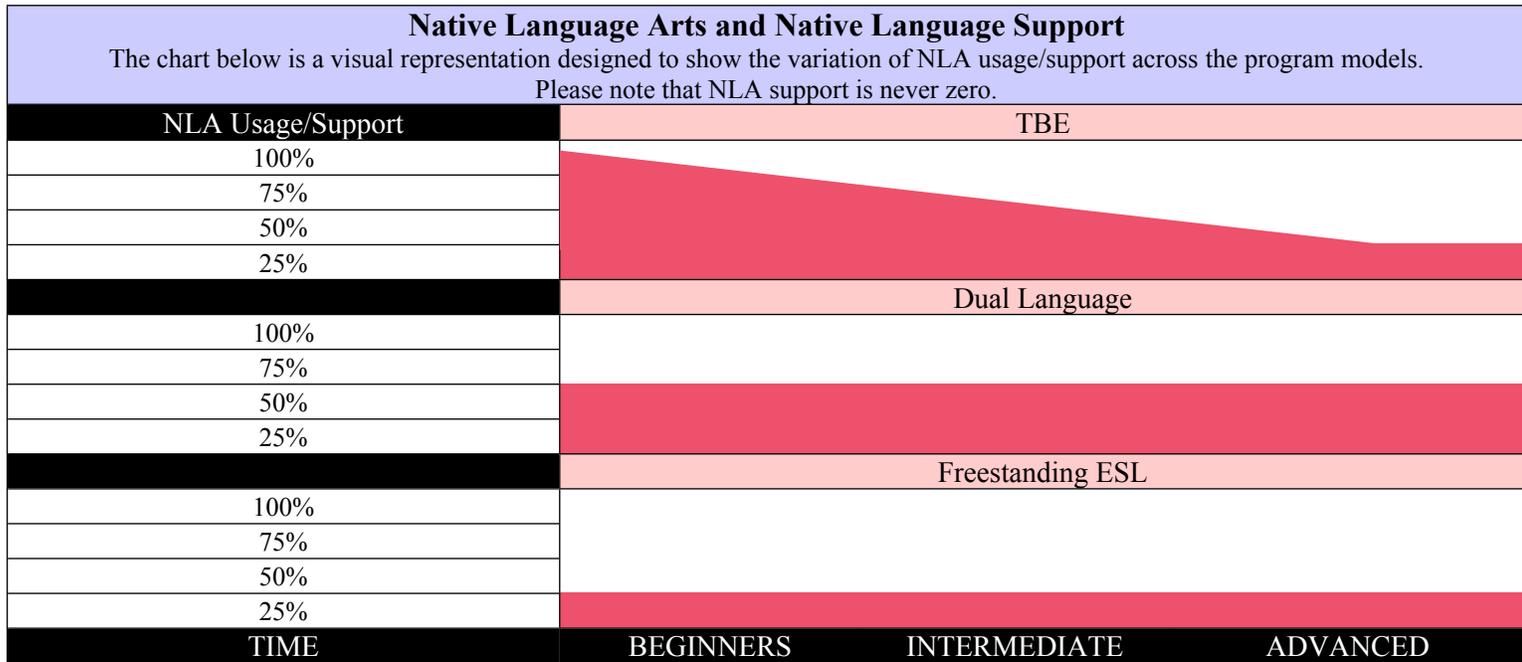
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
--	--------------------	--------------------	--------------------



**B. Programming and Scheduling Information--Continued**

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

THERE IS NO ELLS STUDENT POPULATION CURRENTLY IN OUR SCHOOL COMMUNITY.

### C. Schools with Dual Language Programs

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

THERE IS NO ELLS STUDENT POPULATION CURRENTLY IN OUR SCHOOL COMMUNITY.

### D. Professional Development and Support for School Staff

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

THERE IS NO ELLS STUDENT POPULATION CURRENTLY IN OUR SCHOOL COMMUNITY.

### E. Parental Involvement

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

THERE IS NO ELLS STUDENT POPULATION CURRENTLY IN OUR SCHOOL COMMUNITY.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							0	0	0				
	I							0	0	0				
	A							0	0	0				
	P							0	0	0				
READING/ WRITING	B							0	0	0				
	I							0	0	0				
	A							0	0	0				
	P							0	0	0				

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	0	0	0	0	0	0	0	0	0

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Math	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0		0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

**Additional Information**

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

THERE IS CURRENTLY NO ELLS STUDENT POPLUATION IN OUR SCHOOL COMMUNITY.



## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
JEAN WILLIAMS	Principal	J. Williams	1/13/11
Claudette Christie	Assistant Principal	C. Christie	1/13/11
Marvin Thomas	Parent Coordinator	M. Thomas	1/13/11
	ESL Teacher		
	Parent		
Yvette Warren	Teacher/Subject Area Special Ed.	Yvette Warren	1/13/11
Frantz Guerri	Teacher/Subject Area Spanish	F. Guerri	1/13/11
	Coach		
Tamara Johnson	Coach (math)	T. Johnson	1/13/11
	Guidance Counselor		
	Network Leader		
Ester Raposa	Other (Para)	Ester Raposa	1/13/11
Christine McLeod	Other Guidance	C. McLeod	1/13/11
	Other _____		
	Other _____		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	I.S. 340						
<b>District:</b>	17	<b>DBN:</b>	17K34	<b>School</b>		331700010340	
<b>DEMOGRAPHICS</b>							
Grades Served:	Pre-K		3		7	v	11
	K		4		8	v	12
	1		5		9		Ungrade v
	2		6	v	10		
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	0		94.0	95.1	94.4
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 3	0	0	0		97.1	98.1	96.0
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	95	89	105	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 7	108	89	85		66.5	91.5	91.9
Grade 8	115	106	84				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 11	0	0	0		1	3	3
Grade 12	0	0	0				
Ungraded	0	0	1	<b>Recent Immigrants - Total Number:</b>			
Total	318	284	275	<i>(As of October 31)</i>	2007-	2008-	2009-
					0	1	0
<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	13	12	15	Principal Suspensions	32	22	43
# in Collaborative Team Teaching (CTT)	0	0	0	Superintendent Suspensions	1	1	2
Number all others	4	6	9				
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-	2009-	2010-				
# in Transitional Bilingual Classes	0	2	TBD	<b>Number of Staff - Includes all full-time staff:</b>			
# in Dual Lang.	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# receiving ESL services only	1	0	TBD	Number of Teachers	19	22	20
# ELLs with IEPs	0	2	TBD	Number of Administrators and Other Professionals	5	4	3
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	0	1	2

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	0	2	% fully licensed & permanently assigned to this	100.0	100.0	100.0
				% more than 2 years teaching in this school	47.4	50.0	65.0
				% more than 5 years teaching anywhere	63.2	63.6	70.0
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		79.0	86.0	85.0
American Indian or Alaska Native	0.0	0.0	0.4	% core classes taught by "highly qualified" teachers	88.9	95.0	100.0
Black or African American	92.8	91.5	94.2				
Hispanic or Latino	5.3	6.3	3.6				
Asian or Native Hawaiian/Other Pacific	1.3	1.1	1.1				
White	0.6	0.4	0.7				
<b>Male</b>	45.9	42.6	44.4				
<b>Female</b>	54.1	57.4	55.6				

**2009-10 TITLE I STATUS**

v	Title I						
	Title I						
	Non-						
Years the School				2007-	2008-09	2009-	2010-
				v	v	v	

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

SURR School	If yes,						
-------------	---------	--	--	--	--	--	--

**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase		Category		
	In	v	Basic	Focused	Comprehensive
Improvement Year 1					
Improvement Year 2					
Corrective Action (CA) –					
Corrective Action (CA) –					
Restructuring Year 1					
Restructuring Year 2					
Restructuring Advanced					

**Individual Subject/Area AYP Outcomes:**

Elementary/Middle Level		Secondary Level	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-					
Economically Disadvantaged	v	v					
<b>Student groups</b>	<b>3</b>	<b>3</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					P
<b>Overall Score:</b>	47.5	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					P
School Environment:	5.8	Quality Statement 2: Plan and Set Goals					WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	4.1	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	31.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	6						

<b>KEY: AYP STATUS</b>		<b>KEY: QUALITY REVIEW SCORE</b>					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							



**I.S. 340**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: I.S. 340**  
**ADDRESS: 227 STERLING PLACE**  
**TELEPHONE: 718-857-5516**  
**FAX: 718-230-5479**

## TABLE OF CONTENTS

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 331700010340 **SCHOOL NAME:** I.S. 340

**SCHOOL ADDRESS:** 227 STERLING PLACE, BROOKLYN, NY, 11238

**SCHOOL TELEPHONE:** 718-857-5516 **FAX:** 718-230-5479

**SCHOOL CONTACT PERSON:** Mrs. Jean Williams **EMAIL ADDRESS** JWillia27@schools.nyc.gov

**POSITION / TITLE** **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Yvette Warren

**PRINCIPAL:** Mrs. Jean Williams

**UFT CHAPTER LEADER:** Gloria Martindale

**PARENTS' ASSOCIATION PRESIDENT:** Heather Lomax

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* N/A

**DISTRICT AND NETWORK INFORMATION**

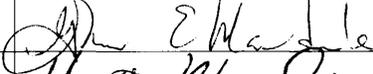
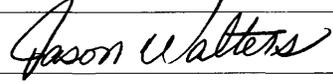
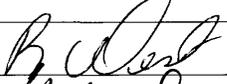
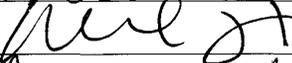
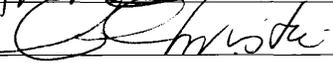
**CHILDREN FIRST NETWORK DISTRICT:** 17 **(CFN):** 602

**NETWORK LEADER:** JULIA BOVE/Jose V. De La Cruz

**SUPERINTENDENT:** RHONDA HURDLETAYLOR

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Jean Williams	*Principal or Designee	
Gloria Martindale	*UFT Chapter Chairperson or Designee	
Yvette Warren	SLT Chairperson	
Heather Lomax	*PA/PTA President or Designated Co-President/Secretary	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Jason Walters	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Rosana West	Member/Treasurer	
David Lomax	Member	
Anne-Marie Williams	Member	
Fayola Richardson	Member	
Claudette Christie	Member	
	Member	

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

□

### **WHAT WE OFFER OUR STUDENTS**

Students attending North Star Academy receive a quality education that prepares them for high school and college. By the end of our three year program, students will have an educational advantage over the average student entering high school. Our students are prepared to enter high school with advance standing. Also, our students' score exceptionally well on the city and state-wide assessment exams. We are very proud of their achievements.

Students will receive:

- OUR STAFF

We are staffed with an administrator, support staff, and dedicated teachers who are committed to the quality education of our students. All teachers are certified in their areas of expertise and put their hearts into ensuring that each student in the classroom is learning. They maintain regular contact with the home to keep parents abreast of how their children are progressing, and make themselves available during their preparatory periods for face-to-face parent conferences.

### **PARENTAL INVOLVEMENT**

Because of this, we urge parents to participate in the daily activities of our school be it via the Parent Teacher's Association, Parent Advisory Council, School Leadership Team, and a host of other parent committees.

SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		I.S. 340							
District:	13	DBN #:	17K340	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:		Attendance: - % of days students attended*:							
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08		2008-09	2009-10	
Pre-K	0	0	0		94		95.1	TBD	
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	(As of June 30)	2007-08		2008-09	2009-10	
Grade 3	0	0	0		97.1		98.08	TBD	
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	110	95	89	(As of October 31)	2007-08		2008-09	2009-10	
Grade 7	116	108	89		66.5		71	91.5	
Grade 8	115	115	106						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2007-08		2008-09	2009-10	
Grade 11	0	0	0		1		3	TBD	
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants - Total Number:					
Total	341	318	284	(As of October 31)	2007-08		2008-09	2009-10	
					0		1	0	
Special Education Enrollment:		Suspensions: (OSYD Reporting) - Total Number:							
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08		2008-09	2009-10	
# in Self-	7	13	12	Principal	32		22	TBD	

Contained Classes				Suspensions			
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	1	1	TBD
Number all others	0	4	6				
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>			
				(As of October 31)	2007-08	2008-09	2009-10
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				CTE Program Participants	0	0	0
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0
# in Transitional Bilingual Classes	0	0	2				
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	2	1	0	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	0	2	Number of Teachers	19	22	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	5	4	TBD
				Number of Educational Paraprofessionals	0	1	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	47.4	50	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	63.2	63.6	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	79	86	TBD
American Indian or Alaska Native	0	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.9	95	TBD
Black or African American	93	92.8	91.5				
Hispanic or	5	5.3	6.3				

MARCH 2011

Latino			
Asian or Native Hawaiian/Other Pacific Isl.	1.5	1.3	1.1
White	0.6	0.6	0.4
Multi-racial			
<b>Male</b>	43.4	45.9	42.6
<b>Female</b>	56.6	54.1	57.4

**2009-10 TITLE I STATUS**

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10	

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

**SURR School:** If yes, area(s) of SURR Yes  No  identification:

**Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):**

In Good Standing (IGS)	<input checked="" type="checkbox"/>
Improvement Year 1	<input type="checkbox"/>
Improvement Year 2	<input type="checkbox"/>
Corrective Action (CA) - Year 1	<input type="checkbox"/>
Corrective Action (CA) - Year 2	<input type="checkbox"/>
Restructuring Year 1	<input type="checkbox"/>
Restructuring Year 2	<input type="checkbox"/>
Restructuring Advanced	<input type="checkbox"/>

**Individual Subject/Area AYP Outcomes:**

Elementary/Middle Level		Secondary Level	
ELA:	Y	ELA:	
Math:	Y	Math:	
Science:	Y	Graduation Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	√	√					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							

Students with Disabilities	-	-	-			
Limited English Proficient	-	-				
Economically Disadvantaged	√	√				
<b>Student groups making AYP in each subject</b>	3	3	1			

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results - 2008-09</b>		<b>Quality Review Results - 2008-09</b>	
<b>Overall Letter Grade</b>	B	<b>Overall Evaluation:</b>	√
<b>Overall Score</b>	54.9	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>	Quality Statement 1: Gather Data		√
School Environment (Comprises 15% of the Overall Score)	9.1	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	15.4	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	27.4	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	3	Quality Statement 5: Monitor and Revise	√

<b>Key: AYP Status</b>	<b>Key: Quality Review Score</b>
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

□

### **Student Performance Trends** (Based on 2009-2010 Progress Report)

- 59.6% of students are performing at the proficiency level 3 or 4 in ELA.
- 69.1% of students are performing at the proficiency level 3 or 4 in Math.
- The median proficiency level in ELA is 3.03.
- The median proficiency level in Math is 3.41.
- 78% of our lowest one-third student population in ELA made progress.
- 73.5% of our lowest one-third student population in Math made progress.

### **Greatest Accomplishments**

The principal and staff work collaboratively to create a calm, respectful, and orderly environment in which learning can take place.

The school has a good understanding of student needs because it effectively analyzes relevant data, including past performance and comparisons with similar schools.

The school utilizes progress and performance from various assessments, which allows the administrative team to evaluate the effectiveness of instructional practice.

The variety and frequency of summative math data gathered from ARIS, Acuity, and teacher made assessments by the inquiry team helps the school to identify the specific learning needs of special education students.

Professional Development opportunities are enabling the staff to grow and develop professionally.

Teachers and support staff attend many professional development offerings that help them grow professionally and positively impact students' progress.

### **Aids and Barriers**

Teachers need to deepen their practice in setting individual learning goals for students that define the next steps in achieving long-term goals so that they know what to do to improve.

Teacher teams must begin to strengthen their use of data in setting long-term goals for targeted students and in tracking students' growth toward reaching long-term goals.

Data driven instruction must consistently reflect rigorous differentiated instructional practice across all content areas.

As a school community, there must be unified structures in record keeping that includes setting interim checkpoints to monitor progress towards benchmark goals.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> <b>Goal 1:</b> <input type="checkbox"/> By June 2011, there will be a 5% increase in the number of students who achieve at or above level 3 as measured by various instruments such as periodic assessments, midterm exams, unit tests, and the NYS English Language Arts Assessment.	<input type="checkbox"/> Increase performance levels in English Language Arts for our students performing at levels 3 and 4.
<input type="checkbox"/> <input type="checkbox"/> <b>Goal 2:</b> By June 2011, there will be a 5% increase in the number of students who achieve at or above level 3 as measured by various instruments such as periodic assessments, midterms, unit tests, and the NYS Mathematics Assessment.	<input type="checkbox"/> To increase performance levels in Mathematics for our students performing at levels 3 and 4.
<input type="checkbox"/> <input type="checkbox"/> <b>Goal 3:</b> By June 2011, 90% of the teachers will demonstrate effective use of data analysis to set students’ goals and monitor progress by engaging in inquiry work.	<input type="checkbox"/> To increase the number of teachers using data to differentiate their instruction more extensively and consistently.
<input type="checkbox"/> <b>Goal 4:</b> <input type="checkbox"/> By June 2011, more than 75% of students will achieve a score of 80% as measured by the New York City Blueprint for the Arts.	<input type="checkbox"/> To increase proficiency levels of students in Arts.
<input type="checkbox"/> <input type="checkbox"/> <b>Goal 5:</b> By June 2011, there will be a 10% increase in parental involvement in shared leadership within the school community as measured by parent surveys, parent volunteerism and attendance.	<input type="checkbox"/> To increase parental attendance and volunteerism at PTA meetings, SLT meetings, Parent Teachers Conferences, and other events.



## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject Area**  
(where relevant) : Goal1: English Language Arts

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> <b>Goal 1:</b> <input type="checkbox"/> By June 2011, there will be a 5% increase in the number of students who achieve at or above level 3 as measured by various instruments such as periodic assessments, midterm exams, unit tests, and the NYS English Language Arts Assessment.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> Engage each teacher in differentiated instructional practices (Tiered Lesson Planning, Compacting and Learning Centers) to meet the individual needs of students.</li> <li>• Creation and implementation of a unified curriculum map based on the components of Balanced Literacy model aligned to NYS ELA and Common Core Standards.</li> <li>• Collaborative implementation of literacy skills and strategies across all content areas.</li> <li>• Recruitment and retraining of school personnel to broaden and deepen instructional practices through high quality standards-based, results driven professional development.</li> <li>• Collaborative Teams (Data Inquiry Team members and Teachers) will meet monthly to set measurable goals for grades, classes and targeted students based on formal and informal assessments.</li> <li>• Extended Day will include AIS, enrichment and preparation for Regents Examinations.</li> <li>• Grades 6, 7 and 8 students will be engaged in two additional writing periods weekly.</li> <li>• Literacy Coach will collaborate with all content area teachers to infuse literacy skills, strategies and techniques that are aligned with the NYS ELA and Common <b>Core</b> Standards.</li> <li>• The writing teacher will implement technology to enhance students' published works.</li> <li>• Use of Renzulli Learning System, a web based learning coach, to provide differentiated instruction and enrichment learning for all students.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Literacy Coach: Title I SWP, Title I ARRA SWP  5 Teachers: Title I SWP, TL Fair Student Funding, FSF General Hold Harmless, TL Children First Funding, Title I ARRA SWP, TL Stabilization</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Initial indicator September 2010:  Acuity and New York State ELA Exam for Grades 6-8.</p> <p>Midterm indicator January 2011:  Acuity Interim Assessments  Attendance at NYC DOE PD sessions, CFN Training Sessions and In-House Professional Development Sessions conducted by Principal, Network Support Specialists, Coach and Consultants to support the implementation of the curriculum.  Principal will routinely monitor the delivery of data driven instruction by formal and informal observations.  Increased infusion of literacy strategies and skills in Science, Social Studies, Math and the Arts.  Documented evidence of monitoring students' progress based on data driven identified goal.  Presence of Learning Centers in classrooms to facilitate data driven differentiated instruction.  Decreased enrollment in ATS of students mandated for AIS.  Increased enrollment of Non-mandated students in the Extended Day enrichment and test preparation programs.</p> <p>End-term indicator June 2011:  Writing Portfolios and participation in writing and poetry competitions.</p> <ul style="list-style-type: none"> <li>• Acuity and New York State ELA Exam for Grades 6-8.</li> </ul>

**Subject Area**  
**(where relevant) :**

**Goal 2: Mathematics**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/><input type="checkbox"/> <b>Goal 2:</b> By June 2011, there will be a 5% increase in the number of students who achieve at or above level 3 as measured by various instruments such as periodic assessments, midterms, unit tests, and the NYS Mathematics Assessment.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• <input type="checkbox"/><input type="checkbox"/> Program level 4 students (grade 6) to receive instruction by upper grade teachers in order to promote academic rigor within the curriculum.</li> <li>• Program levels 1, 2 and 3 students to receive math instruction</li> </ul>

<p><i>members; and implementation timelines.</i></p>	<p>using the co-teaching modeling order to promote differentiated instruction and academic rigor within the classrooms.</p> <ul style="list-style-type: none"> <li>• Continue with the use of the challenging nationally validated, Impact Mathematics Curriculum, focused on integrating the workshop model into daily instruction using the investigation notebooks and reflection journals.</li> <li>• A daily program schedule for the Math Para-professional to provide AIS to mandated students.</li> <li>• Program students weekly to receive direct instruction in the exploration of problem solving in order to improve their ability to answer short response and extended response questions as measured by the New York State Math Assessment (rubric).</li> <li>• Collaborative Teams (Data Inquiry Team members and Teachers) will meet bi-monthly to set measurable student goals based on formal and informal assessments.</li> <li>• Extended day program will include AIS, Enrichment, and Preparation for the Integrated Algebra Regents.</li> <li>• Use of Renzulli Learning System, a web based learning coach, to provide differentiated instruction and enrichment learning for all students.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>  <input type="checkbox"/> 3 Teachers: TL Fair Student Funding</p> <p>Math AIS Para: Title I SWP</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Initial indicator September 2010  Acuity and New York State Math Exam for Grades 6-8.</p> <p>Mid-term indicator January 2011:  Acuity Assessments  Attendance at NYC DOE PDs, CFN Training Sessions and In-House Professional Development Sessions conducted by Principal, Network Support Specialists , and Consultants to support the implementation of the curriculum.  Principal will routinely monitor the delivery of data driven instruction by formal and informal observations.  Teachers' lesson plans must indicate how data is used to meet the needs of students.  Documented evidence of monitoring students' progress based on data driven identified goals.  Presence of Learning Centers in classrooms to facilitate data driven differentiated instruction.  Increased literacy and technology usage in math classrooms.</p> <p>End-term indicator June 2011:  Math Exam for Grades 6-8  High student proficiency on the Regents Integrated Algebra</p>

	Exam.
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**Subject Area**  
(where relevant) :

**Goal 3: Data**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> <input type="checkbox"/> <b>Goal 3:</b> By June 2011, 90% of the teachers will demonstrate effective use of data analysis to set students’ goals and monitor progress by engaging in inquiry work.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> Teachers will be trained in the use of ARIS.</li> <li>• Principal, Coach, and teachers will meet bi -weekly to conduct case studies or to focus on a target group of students.</li> <li>• Implement establish protocols for looking at student work.</li> <li>• Use of assessment data to determine the type of learning support needed to occur in content area classes.</li> <li>• Meet with students to set progress goals in various subject areas.</li> <li>• Provide targeted professional development for teachers.</li> <li>• Teachers will engage in peer-coaching and inter-visitations to share strategies that support improved teaching and learning.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Literacy Coach: Title I SWP, Title I ARRA SWP Staff Development and Support Services: TL Fair Student Funding Materials/Supplies: TL Fair Student Funding, NYSTL Funding, TL FSF General Hold Harmless</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Initial indicator September 2010:  Documented evidence of monitoring students' progress based on data driven identified goal.  Increased technology usage in accessing data.</p> <p>Mid-term indicator January 2011:  Attendance at NYC DOE PD sessions, CFN training sessions and In-House Professional Development Sessions conducted by Principal, Network Support Specialist, Coach and Consultants to support the deepened use of data in all content areas.  Minutes from weekly common planning meetings, case studies of students' performances and analysis of students' work.  Routine Principal's monitoring of the delivery of data driven instruction by conducting learning walks and formal and informal observations.  Presence of Learning Centers in classrooms to facilitate data driven differentiated instruction.  Increased technology usage in accessing data.</p> <p>End-term indicator June 2011:</p> <ul style="list-style-type: none"> <li>• Teachers' lesson plans must indicate how data is used to meet the individual needs of students and incorporate the use of Understanding by Design Model (UBD).</li> </ul>
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**Subject Area**  
**(where relevant) :**

**Goal 4: Arts Education**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> <b>Goal 4:</b> <input type="checkbox"/> By June 2011, more than 75% of students will achieve a score of 80% as measured by the New York City Blueprint for the Arts.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Schedule all students for at least two periods to participate in the Arts Program.</li> <li>• Parallel program students to participate in chorus, art, and violin during After-school twice weekly.</li> <li>• Subsidize school visits to places of interests related to Arts Education.</li> <li>• Provide opportunities for professional development through CFN and other agencies.</li> <li>• Schedule congruent planning time for teachers to collaborate and plan activities/lessons.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>□ Teacher: TL Fair Student Funding</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>□ <b>Initial indicator September 2010:</b>  Teacher created assessments based on the New York City Blueprint for the Arts.</p> <p><b>Mid-term indicator January 2011:</b>  Students will create projects and participate in performances (Holiday Celebrations, Cultural Celebrations, and Seasonal Celebrations).  Students' work will reflect the interdisciplinary teaching and learning of the Arts and other content areas.  Principal will conduct formal and informal observations.  Attendance at CFN scheduled PD Sessions and other PD Sessions.</p> <p><b>End-term indicator June 2011:</b>  An increase in the number of students auditioning for high schools with Arts programs next school year.  Feedback from students and parents.</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>□ <b>Initial indicator September 2010:</b>  The school community develops a shared mission and vision for school improvement.  Collaborative developed school-wide solutions having analyzed data to determine areas in need of improvement.  Alignment of the CEP, Principal's, Teachers', Students' and Parents' goals and objectives to achieve the mission and vision of MS 340.</p> <p><b>Mid-term indicator January 2011:</b>  PTA meetings, SLT meetings, Workshops and other events.  Documented evidence of increased shared information with parents.  Choice of programs and/or services to be implemented based on their proven results and needs of students.</p> <p>Increased volunteering by parent.</p> <p>End-term indicator June 2011:  Feedback from students and parents.</p>
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**Subject Area**

**Goal 5 Parental Involvement**

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

## APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	26	19	26	26	6	0	0	2
7	37	11	37	37	3	0	0	4
8	30	24	30	30	7	0	0	1
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Part B - Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p><input type="checkbox"/> During the Day – Daily push-in for 42 minutes (September 2010-June 2011)</p> <ul style="list-style-type: none"> <li>• ≤ 15 students</li> <li>• Explicit instruction</li> </ul> <p>Extended Day – Weekly for 50 minutes (September 2010-June 2011)</p> <ul style="list-style-type: none"> <li>• Utilize various supplemental materials</li> <li>• ≤ 10 students</li> <li>• Explicit instruction</li> </ul>
<p><b>Mathematics:</b></p>	<p><input type="checkbox"/> During the Day – Daily push-in for 42 minutes (September 2010-June 2011)</p> <ul style="list-style-type: none"> <li>• ≤ 15 students</li> <li>• Explicit instruction</li> </ul> <p>Extended Day – Weekly for 50 minutes (September 2010-June 2011)</p> <ul style="list-style-type: none"> <li>• ≤ 10 students</li> <li>• Explicit instruction</li> <li>• Utilize Coach Mathematics, various supplemental materials, and manipulative</li> </ul>
<p><b>Science:</b></p>	<p><input type="checkbox"/> Extended Day – Weekly for 50 minutes (September 2010-June 2011)</p> <ul style="list-style-type: none"> <li>• ≤ 10 students</li> <li>• Explicit instruction</li> <li>• Utilize various science-related supplemental materials</li> </ul>
<p><b>Social Studies:</b></p>	<p><input type="checkbox"/> During the Day - Bi-Monthly (November 2010 - May 2010)</p> <ul style="list-style-type: none"> <li>• Explicit instruction in research and content with Brooklyn Connections</li> <li>• Utilize various social studies related supplemental materials</li> </ul>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><input type="checkbox"/> School counselor provides guidance and crisis counseling services during the school day to students (grade 6-8) who are mandated. In addition, guidance will be provided to at-risk students and the general student body on a needed basis. Counseling and conferences will be held with parents and teachers; classroom observations and interventions; referrals to outside agencies.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p><input type="checkbox"/> School psychologist offers clinical services, agency referrals, and educational, social, and personal services during the school day on an as needed basis. Initial referrals will be conducted for special education services. Meeting with at-risk female group on a weekly basis.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p><input type="checkbox"/> Social Worker provides individual and group counseling on a half-day weekly basis; conference with parents and teachers; classroom observations and interventions; referrals to outside agencies.</p>
<p><b>At-risk Health-related Services:</b></p>	<p><input type="checkbox"/> Health related services are offered during the school day as needed. Health related services are provided daily to monitor students' glucose before and after lunch. Students are assisted with coping strategies on how to manage health related issues such as diabetes, asthma, etc. Epi-pen is available for anaphylactic shock. Support is also provided by a licensed Registered Nurse.</p>

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy** - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### **Section I. Student and School Information.**

**Grade Level(s)**

**6, 7, 8**

**Number of Students to be Served:**

**LEP 0**

**Non-LEP 0**

**Number of Teachers 0**

**Other Staff (Specify) 0**

**School Building Instructional Program/Professional Development Overview**

### **Section II. Title III, Part A LEP Program Narrative**

#### **Language Instruction Program**

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

ELL Identification Process:

MS 340 is a learning environment that addresses the needs of students who are academically gifted. This student body consists of a diverse group of learners, but currently, there are no ELLs enrolled in our school. Despite this fact, several measures were adopted to support any ELLs who might enter the school during the course of the academic year for the initial identification of any ELL students. Measures include: Administration of

the Home Language Questionnaire (HLQ) in the student's native language, Initial Formal Assessment (IFA), and trained personnel to conduct an Informal Oral Interview.

**Programming and Scheduling Information:**

Any ELL student who is identified as a Special Education student would be offered additional support by the special needs providers and would be given the maximum time allotment accommodation for all formal and informal assessments. Student support would also include the reading and rereading of directions on all assessments as well as the questions on all other content area subjects, except English Language Arts. The special education teachers would engage in the use of rehearsal strategies, multiple teaching approaches that reinforces concepts and ideas through visual, auditory, and tactile measures, as well as content reinforcement in native language with the support of the alternate placement paraprofessional.

**Targeted Intervention Programs:**

The school would use results from diagnostics, interest surveys, reading logs, interviews, learning style surveys, and ongoing assessments to plan intervention for any incoming ELL student. Students would be placed in small reading groups and their instruction would be tailored to meet their individual needs. With the support of the paraprofessional, the students would maintain a portfolio where they would track their own progress in a systematic and authentic manner. ELL students would participate in our extended day activities and after-school enrichment programs. They would also be invited to participate in using our web-based instructional programs such as Renzulli in a small group setting. Saturday school and summer school is also offered as additional support so that students could reach proficiency.

The students would be offered equal access to all programs that are in effect. The students would participate in after school clubs where they are given choices to select by interest. They would be supported by other students in the program through peer collaboration where other bilingual students who are more fluent in both languages would assist and interact with them. The alternate placement paraprofessional would also shadow students to after-school enrichment programs and offer any additional needed support. All instructional and enrichment programs as well as resources would be appropriate for these students.

### **Professional Development Program**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

□

**Professional Development and Support for School Staff:**

To ensure that all teachers are provided with effective support, ongoing professional development in the areas of strategy implementation and guidelines for working effectively with ELL students would be conducted on an ongoing basis. The school periodically would also periodically seeks the support services of the CFN specialists who are versed in the area of instructional strategies to enhance ELL students, IEP instruction, and Response to Intervention (RTI) strategies. The Principal and the instructional team would ensure that the teachers were engaged in monthly planning sessions during team meetings and grade conferences where they have opportunities to voice their concerns, get feedback, and have questions clarified. Teachers would also be trained and supported to engage in the effective analysis of student data in order to plan differentiated instruction. Teachers would be given ongoing training in current scientific research-based strategies on improving the performance of ELL students. Collaborative planning sessions with schools administrators, literacy and math specialists, guidance counselors and support staff would take place and then information would be disseminated to all support teachers in an attempt to help any ELL student meet their transitional needs.

**Parent Involvement:**

**Data Assessment Review:**

To assess any incoming ELL students' literacy skills, we would use materials from Fountas and Pinnell, running records, and teacher created assessments. Based on the results of these assessments, the school's instructional team along with the students' literacy and content area teachers would be able to support the students in creating learning goals and benchmarks as well as the teachers in creating teaching goals and benchmarks. Based on these teaching and learning goals, as well as instructional mandates for these students, an instructional action plan, one that is aligned with the Balanced Literacy Curriculum would be created and put in place to address the early literacy needs of these students. The mandates of the instructional plan would allow

the teachers to cross compare monthly students' data with students' performance on the LAB-R and the NYSESLAT in order to determine next step for planning and teaching. Based on the students continued progress on assessments taken in both English and native language, the instructional team would be made aware of trends that are indicators of students proficiency in the English Language.

**Section III. Title III Budget**

School: **MS 340 NORTH STAR ACADEMY**  
 BEDS Code: **331700010340**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$0.00	<input type="checkbox"/> N/A
<b>Purchased services</b> - High quality staff and curriculum development contracts	\$0.00	<input type="checkbox"/> N/A
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$0.00	<input type="checkbox"/> N/A
<b>Educational Software (Object Code 199)</b>	\$0.00	<input type="checkbox"/> N/A
<b>Travel</b>	\$0.00	<input type="checkbox"/> N/A
<b>Other</b>	\$0.00	<input type="checkbox"/> N/A
<b>TOTAL</b>	<b>0</b>	

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

### **Part A: Needs Assessment Findings**

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

The Pupil Personnel secretary uses the information (parent's preferred language section) indicated on the Blue Emergency Contact Cards to determine whether or not translation and/or oral interpretation needs are required.

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

Based on the information (parent's preferred language section) indicated on the Blue Emergency Contact Cards all parents prefer to receive information and documentation in English.

### **Part B: Strategies and Activities**

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

Parent Coordinator downloads translation request form at designated website. Email completed form at least 2-weeks prior to desired date. Project Manager at translation services provides a conformation with completion date via email. Translated document is returned to Parent Coordinator via email (PDF format) within 2 weeks.

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

Parent Coordinator contacts T and I services as needed via phone. The specific language interpreter is requested and services are rendered.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

- "Translation Services" signs are posted within the school building.

- Copies of the Family Guide are provided and made available in various languages.
  
- Parent coordinator serves as the school designee to make arrangements for translation and interpretation services with T and I Unit.
  
- School has a procedure for ensuring that important documents are translated and sent home.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

- *All* Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

### PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	198,046	102,714	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,357		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	11,788	*	
4. Enter the anticipated 10% set-aside for Professional Development:	23,576	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:

100.00

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

N/A

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

### PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

#### 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Explanation** : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.



## Parent Involvement Policy

Responsibility for parental involvement must be shared by all members of the school staff. Although the Parent Coordinator and/or Family Assistant may have a higher level of ongoing direct involvement with parents/guardians, it is essential that the school-based supervisor/staff developer and the classroom team clearly communicate their enthusiasm for parental involvement.

### The School-Based Supervisor/Staff Developer

The School-Based Supervisor/Staff Developer in cooperation with other members of the school community work together to establish and maintain a supportive school climate that acknowledges the positive outcomes of active involvement. To increase parent involvement, the School-Based Supervisor/Staff Developer works with the school team to:

- Invite and welcome parents/guardians into the school;
- Acknowledge and show respect for parents/guardians voice;
- Maintain regular formal and informal contact with parents;
- Uphold high expectations for all;
- Provide information on educational issues;
- Maintain a viable presence at parent involvement events including those in the family room and the classroom.
- Facilitate opportunities for parents to assess children’s progress.

### The Teaching Staff

The Teacher’s role in parental involvement is pivotal to successful implementation of the home-school partnership. Developing a respectful reciprocal relationship with parents/guardians is essential. Dialogue must flow both ways. The teacher can reach out to promote parent involvement by:

- Establishing a classroom environment that conveys the feeling of “you are welcome”;
- Demonstrating respect for diversity in family structure, ethnicity, culture language;
- Being sensitive to family stressors;
- Reporting on student progress on a regular basis;
- Striving to focus on the strength of students.

(Please sign and return the bottom portion of this form.)

I, \_\_\_\_\_, parent of \_\_\_\_\_, of class \_\_\_\_\_, have read and understand the Parent Involvement Policy, above, and agree to do my part to ensure my child’s optimum educational experience at North Star Academy (MS 340).

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

### 2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

**Explanation** : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to

include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

## SCHOOL-PARENT COMPACT

The school and parents, working cooperatively to provide for the successful education of the children, agree to the following:

The School Agrees to:

- Convene an annual meeting for Title 1 parents to inform them of the Title 1 program and their rights to be involved.
- Offer a flexible number of meetings at various times, and if necessary, and if funds are available, will provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.
- Actively involve parents in planning, reviewing and improvement in the Title 1 programs and the parental involvement policy.
- Provide parents with timely information about all programs.
- Provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.
- Provide high-quality curriculum and instruction.
- Deal with communication issues between teachers and parents through:
  1. semi-annual parent-teacher conferences
  2. frequent reports to parents on their children's progress
  3. reasonable access to staff
  4. opportunities to volunteer and participate in school activities
- Assure that parents may participate in professional development activities if the school determines they are appropriate; for example, literacy, math, and technology classes and/or workshops.

The Parent/Guardian Agrees to:

- Become involved in developing, implementing, evaluating and revising the school parent involvement policy.
- Use or ask for technical assistance training that the local education authority of school may have to offer on child rearing practices and teaching and learning strategies.
- Work with our child/children on their schoolwork. (Read with the child/children for at least 30 minutes per day)
- Monitor our child's/children's

1. attendance at school
  2. homework
  3. television watching
  4. behavior in school
- Share the responsibility for improved student achievement.
- Communicate with our child's/children's teacher about their educational needs.
- Ask parents and parent groups to provide information to the school on what type of training or assistance they would like and/or need to help them be more effective in assisting your child/children in the education process.

(Please detach and return the bottom portion of this form.)

I, \_\_\_\_\_, parent of \_\_\_\_\_, of class \_\_\_\_\_, have read and understand the School – Parent Compact, above, and agree to adhere to the stipulation within to ensure my child's optimum educational experience at North Star Academy (MS 340).

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

#### **Section I: Schoolwide Program (SWP) Required Components**

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Our learning community has implemented various Schoolwide Programs to assess and meet the needs of our students as required under NCLB. We are committed to developing Schoolwide projects that will promote the groundwork for widespread changes in our curriculum and instructional practices while setting high expectations for all students. To ensure that our students are fundamentally experiencing instruction in content areas that will provide deeper understanding and higher academic performance we have implemented students, staff, and parent surveys. In addition, collaborative meetings and conferences between administration and key members of the learning community such as support staff, teachers, parents, and local community based organizations are held on a continuous basis. We utilize formative and summative data that are obtained from the School Leadership Team, CFN Cluster 6 support staff, the school Progress Report, Interim Assessments, ARIS, Scranton Performance, Acuity, State Assessments, student journals, project-based assessments using rubrics, Core Curriculum, NYS Standards, coach-designed assessments, teacher logs, student's work samples, annual reviews, and on-going student goals and benchmark assessments.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement .

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.

- Meet the educational needs of historically underserved populations and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with, and are designed to implement State and local improvement, if any.
- Engage each teacher in differentiated instructional practices (Tiered Lesson Planning, Compacting and Learning Centers) to meet the individual needs of students.
- Creation and implementation of a unified curriculum map based on the components of core-subjects areas as aligned to the NYS Standards.
- Collaborative implementation of literacy strategies across all content areas.
- Recruitment and retraining of school personnel to broaden and deepen instructional practices through high quality standards- based, results driven professional development.
- Collaborative Teacher Teams
- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs, Saturday Academy and other opportunities.
- Help provide an enriched and accelerated curriculum.
  - Saturday Academy Program
    - Integrated Algebra Regents Examination
    - Spanish Proficiency Exam
    - Living Enrichment Program
- Meet the educational needs of historically underserved populations.
  - Provide students with school supplies when necessary
    - Provide enrichment and academic services to students
    - Provide students with at-risk services through guidance
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

We monitor the academic and social development of at-risk students through Teacher Teams and other support services.

Identified students are notified and Coach and Guidance Counselor meet with them to discuss progress and potential barriers.

o Are consistent with and are designed to implement State and local improvement, if any.

Extended Day AIS Program  
At-risk Counseling

3. Instruction by highly qualified staff.

100%

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

- Professional development will be aligned to the interest and needs of the staff members as indicated through the results of conferences, teacher surveys, and teacher observations.
- Collaborative professional development will be provided through ICI/ISC course offerings and consultants.
- Literacy and Math Coaches provide in-class model lessons, articulation meetings, mentoring, and coaching.
- A study group will be formed around the research supported by Wiggins and McTighe, Understanding By Design, an approach to designing curriculum.
- Professional development books will be purchased and workshops were conducted in order to support teachers with this initiative.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- Job Fairs will be attended in order to hire and maintain teachers who are certified in specific subject areas.
- Referrals and resumes will be reviewed carefully to ensure that State certification is met.
- The NYC Teaching Fellows website will be utilized to recruit shortage area teachers.
- Teachers who are teaching out of their license areas will be programmed to teach in their certification areas, consistent with State requirements, wherever possible.
- Teachers will be encouraged to use online HOUSSE to demonstrate subject mastery.
- New teachers will be informed of various supportive services such as the New Teacher Mentoring Program and Coach Facilitation and interventions.
- Weekly teacher meetings will enable the collaborative process to proceed smoothly in subject areas.

6. Strategies to increase parental involvement through means such as family literacy services.

- Principal, Coaches, Parent Coordinator, and the PTA Executive Members will meet quarterly to design and conduct Parent Workshops for ELA, Math, and other activities.
- The Parent Coordinator, SLT, and the PTA will hold meetings to coordinate activities to celebrate student achievement.
- Parents will receive notices regarding school events, activities and meetings via paper, phone and emails.
- Develop a school website that will serve as a communication tool between staff and parents/guardians.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

- Principal holds one-on-one conference with teachers throughout the year to discuss student progress, instructional practices, and professional needs/growth.
- Teachers meet weekly through common planning to discuss and plan instructional action plans that will provide academic rigor instruction based on qualitative data.
- Twice a month, grade conferences are held to analyze students work and monitor academic progress as outlined by individual student goals.
- The Inquiry Team meets regularly to monitor the progress of our target population (Bottom 1/3). Based on findings, instructional strategies are developed and recommended to classroom teachers for implementation.
- Assessments are monitored continuously and updated on a regular basis. Staff engages in effective practices so that they can support and promote students in developing a deeper understanding of all content areas.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

- Teachers are required to use strategies grounded in multiple intelligences, student interests, and student needs/abilities to development daily lesson plans.
- Teachers are encouraged to provide recommendations for at-risk services to the guidance counselor and SSST.
- During the day, AIS is provided to small groups of students (pull-out/push-in).
- During Extended Day (2 days a week), AIS is provided to students who are at risk of academic slippage (levels 1 – levels 3.3)
- During Extended Day (2 days a week), Enrichment is provided to our high achievement population (level 3.4 – Level 4) in order to ensure students maintain or increase academic performance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

- Funds are allocated to provide assistance to students and their families who are in need of housing due to homelessness.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP) Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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)	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	Page#(s)
		Yes	No	N/A			
Title I, Part A (Basic)	Federal	Yes			198,045	True	1-2
Title I, Part A (ARRA)	Federal	Yes			102,713	True	1-2
IDEA	Federal	Yes			93,038	True	1-2
Tax Levy	Federal	Yes			1,247,026	True	1-2

<sup>1</sup>**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program

- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

**PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.  
 N/A
2. Ensure that planning for students served under this program is incorporated into existing school planning.  
 N/A
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;  
 N/A
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and  
 N/A
  - c. Minimize removing children from the regular classroom during regular school hours;  
 N/A
4. Coordinate with and support the regular educational program;  
 N/A
5. Provide instruction by highly qualified teachers;  
 N/A
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;  
 N/A
7. Provide strategies to increase parental involvement; and  
 N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **Part A - For Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
Currently there are 0 students who have been identified as STH.
2. Please describe the services you are planning to provide to the STH population.
  - Students would receive assistance with obtaining required school supplies.
  - Students would receive assistance with obtaining the required school uniform.
  - Students would receive at-risk counseling, health services, and AIS.
  - Students would receive daily transportation.
  - Students would be encouraged to participate in extra-curricular activities.
  - Parental assistance would be available upon request.

### **Part B:**

#### **Part B - For Non-Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).  
n/a
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
  - n/a
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.  
n/a





# **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_17K340\_011811-143912.doc

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

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

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN CLUSTER 6</b>	District <b>17</b>	School Number <b>340</b>	School Name <b>NORTH STAR ACADEMY</b>
Principal <b>JEAN WILLIAMS</b>		Assistant Principal <b>CLAUDETTE CHRISTIE</b>	
Coach <b>TAMARA JOHNSON</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>YVETTE WARREN/SPECIAL ED.</b>		Guidance Counselor <b>CHRISTINE MCLEOD</b>	
Teacher/Subject Area <b>FRANTZ GUERRI/SPANISH</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>MARVIN THOMAS</b>	
Related Service Provider <b>ESTER RAPOSA (PARA)</b>		Other <b>type here</b>	
Network Leader <b>JULIA BOVE</b>		Other <b>type here</b>	

#### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>0</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

#### C. School Demographics

Total Number of Students in School	<b>275</b>	Total Number of ELLs	<b>0</b>	ELLs as Share of Total Student Population (%)	<b>0.00%</b>
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### Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here **THERE IS CURRENTLY NO ELLS POPULATION IN OUR SCHOOL COOMUNITY.**

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	0	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 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 special education.

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

Number of ELLs in a TBE program who are in alternate placement: 0

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							0	0	0					0
Chinese							0	0	0					0
Russian							0	0	0					0
Bengali							0	0	0					0
Urdu							0	0	0					0
Arabic							0	0	0					0
Haitian							0	0	0					0
French							0	0	0					0
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	0					0
Yiddish							0	0	0					0
Other							0	0	0					0
<b>TOTAL</b>	<b>0</b>													

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																
Spanish													0	0	0	0	0	0	0	0
Chinese													0	0	0	0	0	0	0	0
Russian													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																
Korean													0	0	0	0	0	0	0	0
Haitian													0	0	0	0	0	0	0	0
French													0	0	0	0	0	0	0	0
Other													0	0	0	0	0	0	0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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
Spanish			0	0	0	0	0	0	0	0
Chinese			0	0	0	0	0	0	0	0
Russian			0	0	0	0	0	0	0	0
Korean			0	0	0	0	0	0	0	0
Haitian			0	0	0	0	0	0	0	0
French			0	0	0	0	0	0	0	0
Other			0	0	0	0	0	0	0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 0      Number of third language speakers: 0

Ethnic breakdown of EPs (Number):  
 African-American: 0      Asian: 0      Hispanic/Latino: 0  
 Native American: 0      White (Non-Hispanic/Latino): 0      Other: 0

**Freestanding English as a Second Language**

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

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

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other							0	0	0					0
<b>TOTAL</b>	<b>0</b>													

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

THERE IS CURRENTLY NO ELLS STUDENT POPLUATION IN OUR SCHOOL COMMUNITY.

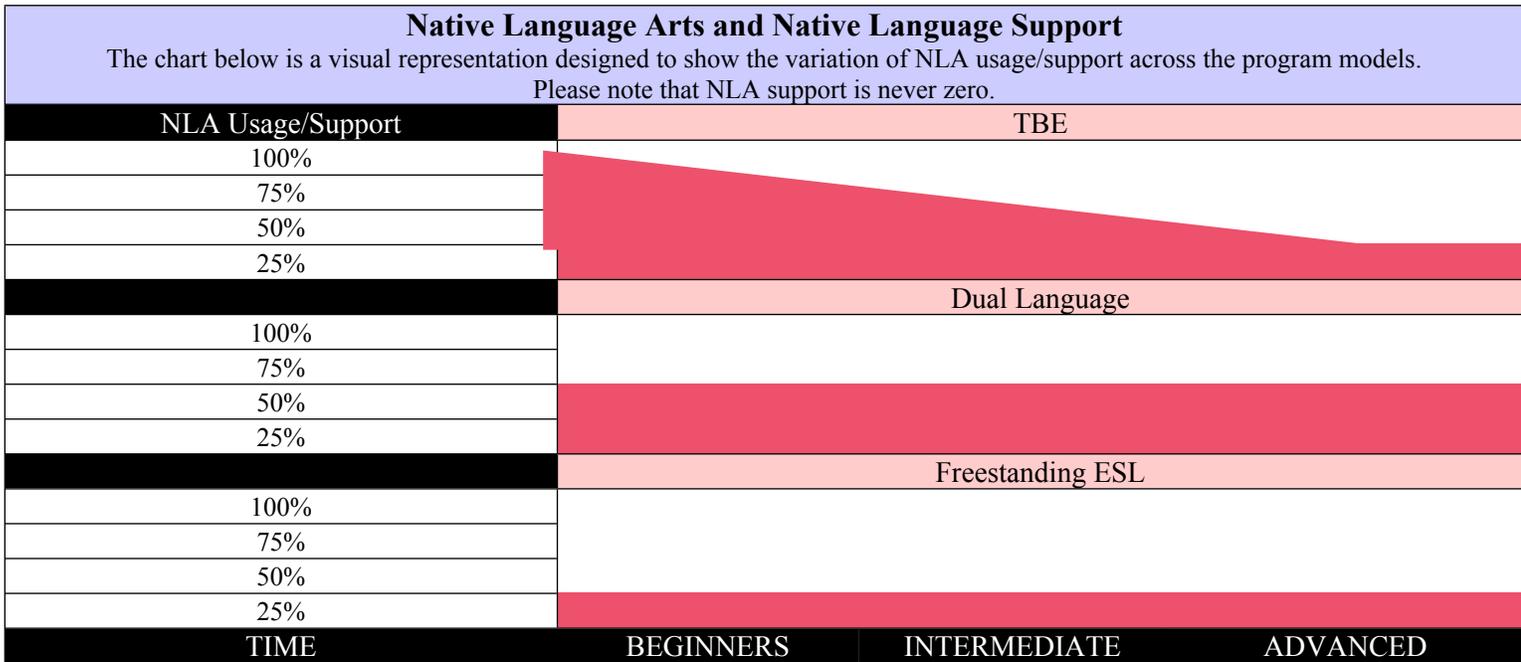
#### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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**B. Programming and Scheduling Information--Continued**

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

THERE IS NO ELLS STUDENT POPULATION CURRENTLY IN OUR SCHOOL COMMUNITY.

### C. Schools with Dual Language Programs

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

THERE IS NO ELLS STUDENT POPULATION CURRENTLY IN OUR SCHOOL COMMUNITY.

### D. Professional Development and Support for School Staff

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

THERE IS NO ELLS STUDENT POPULATION CURRENTLY IN OUR SCHOOL COMMUNITY.

### E. Parental Involvement

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

THERE IS NO ELLS STUDENT POPULATION CURRENTLY IN OUR SCHOOL COMMUNITY.

## Part V: Assessment Analysis

## A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B							0	0	0				
	I							0	0	0				
	A							0	0	0				
	P							0	0	0				
READING/WRITING	B							0	0	0				
	I							0	0	0				
	A							0	0	0				
	P							0	0	0				

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Math	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0		0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0

New York State Regents Exam			
Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	
	English	Native Language	English
	Native Language	English	Native Language
NYSAA Science	0	0	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

**Additional Information**

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

THERE IS CURRENTLY NO ELLS STUDENT POPLUATION IN OUR SCHOOL COMMUNITY.



## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
JEAN WILLIAMS	Principal	J. Williams	1/13/11
Claudette Christie	Assistant Principal	C. Christie	1/13/11
Marvin Thomas	Parent Coordinator	M. Thomas	1/13/11
	ESL Teacher		
	Parent		
Yvette Warren	Teacher/Subject Area Special Ed.	Yvette Warren	1/13/11
Frantz Guerri	Teacher/Subject Area Spanish	F. Guerri	1/13/11
	Coach		
Tamara Johnson	Coach (math)	T. Johnson	1/13/11
	Guidance Counselor		
	Network Leader		
Ester Raposa	Other (Para)	Ester Raposa	1/13/11
Christine McLeod	Other Guidance	C. McLeod	1/13/11
	Other _____		
	Other _____		