



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: MS 340 NORTH STAR ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 17K340

PRINCIPAL: MRS. JEAN P. WILLIAMS

EMAIL: JWILLIA27@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. BUFFIE SIMMONS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Jean Williams	*Principal	
Claudette Christie	Principal’s Designee	
Gloria Martindale	*UFT Chapter Leader or Designee	
Ann-Marie Williams	*PA/PTA President or Designated Co-President	
Jason Walters	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Tamara Johnson	Member/UFT	
Yvette Warren	Member/UFT	
Fayola Richardson	Member/Parent	
Nicole James	Member/Parent	
Deborah Alves	Member/Parent	
Elizabeth McCurdy	Member/Parent	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1:

- By June 2012, at least 75% of pedagogues will demonstrate the use of effective questioning during instruction as measured by research based framework for enhancing professional practice.

Comprehensive needs assessment

- Based on teacher observations conducted by building administration the need to improve effective questioning was evident.
- Teachers need to develop a shared understanding of effective questioning techniques to improve students' analytical thinking and depth of knowledge. According to a researched based framework for enhancing professional practice and Webb's Depth of Knowledge (DOK), questioning is one of the most effective instructional tools for engaging students in learning, providing feedback to students, and demonstrating flexibility and responsiveness.

Instructional strategies/activities

- a) The targeted population is the pedagogical staff.
- b) All pedagogues will actively engage in a process of examining, revising curriculum maps against Common Core Learning Standards aligned rubrics and DOK to reflect higher level and more complex questioning, content and resources that are aligned with the standards and new assessment modifications thereby improving student performance.
- c) During teacher team meetings, teachers will evaluate and reflect on the types of questions that exist within their current lesson plans by measuring them against the Hess DOK matrix. Teacher teams will collaborate to enhance questions to reflect higher-ordered thinking utilizing Webb's DOK.
- d) The use of Universal Design for Learning along with the infusion of technology will provide additional instructional resources and supports for teachers to plan appropriate and effective teaching and learning opportunities for all students.

Timeline: Professional development and support will occur during September 2011 – December 2011. Follow-up assessment will be conducted during January 2012-June 2012 and feedback will be provided on an individual basis. Actions plans for improvement will also be developed on a needed basis.

Strategies to increase parental involvement

- Annual Curriculum Night held to ensure parents and students become familiar with the curriculum in all content areas.
- 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.
- 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.
- 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:
- Semi-annual parent-teacher conferences.
- Frequent distribution of student progress reports to parents regarding their child's academic and behavioral progress.
- Reasonable access to staff.
- Opportunities to volunteer and participate in school activities.
- Provide parents with the opportunity to participate in professional development in literacy, math and technology.

Strategies for attracting Highly Qualified Teachers (HQT)

- Demonstration lessons will be conducted in order to evaluate new teachers' ability to frame and execute effective questions.
- At least one interview question will be wrapped around the use of effective questioning techniques.
- Examination of professional portfolios.
- The use of researched based framework for enhancing professional practice will be used in short frequent cycles of classroom observation.
- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidenced-based applicable feedback to ensure that teachers know what effective teaching looks like.

Service and program coordination

- CFN instructional support team will host professional development opportunities for administration and coaches that focus on the Danielson framework and the recent Quality Review Rubric.
- School Instructional Team and CFN Instructional Support Team will work with teachers to provide ongoing feedback and support in regards to the use and development of higher order thinking questions within content areas.
- School Instructional Team will incorporate the use of effective questioning techniques into informal, observations, formal observations and walk throughs providing individualized feedback.

Budget and resources alignment

- **Budget:**
 - a. Materials and supplies are being funded by Tax Levy Fair Student Funding, Title I School Wide Plan.
 - b. Textbooks are being funded by Tax Level NYSTL funds.
 - c. Parent Coordinator is funded by Tax Levy funds.
 - d. Pedagogical staff and School Instructional Team is funded by "many" sources.
- **Human Resources:** School instructional team, CFN Instructional Support Staff

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2:

- By June 2012, 100% of ELA and Math teachers in grades 6 – 8 will develop curriculum maps aligned with Common Core Learning Standards which result in Performance tasks as evidenced by students' completion of tasks.

Comprehensive needs assessment

- Based on the recommendations of the 2009-2010 School Quality Review, our school needs to promote greater consistency in differentiated instruction so that instructional practices reflect purposeful groupings and individual learning styles.
- In accordance with the Citywide Instructional Expectations all students will engage in at least one Literacy task and one Math task aligned to strategically selected Common Core Learning Standards.

Instructional strategies/activities

- In order to maintain consistency and to promote rigor within our current curriculum, teacher teams will work to develop curriculum maps in ELA and Math. The curriculum maps will be aligned to the Common Core Learning Standards in ELA and Math.
 - a) The targeted population is the entire student body.
 - b) Staff Members who will work to develop the curriculum maps will include pedagogical staff of the following content areas: ELA, Math, Science, Social Studies, Music and Art.
 - c) Teachers developed instructional goal; teacher teams will collaborate to:
 - Identify the content (units/themes/topics) based on CCSS.
 - Determine the scope and sequence of the content.
 - Utilize the Universal Design for learning to create multiple access points of entry into the curriculum for Students with Disabilities (SWD).
 - Identify objectives to be learned including skills and assessments.
 - Create maps that will include essential information (vocabulary, enduring understandings, essential questions, benchmarks, lessons, etc.)
 - Brainstorm ideas of performance tasks for each unit.
 - Collaboratively examine student work using Common Core Learning Standards aligned rubrics and Webb's DOK to ensure rigor in instruction.
 - Provide timely, specific, evidenced-based teacher feedback and support, which will assist in increasing rigor and effectiveness of instruction.
 - Establish unified structures for record keeping that include interim, measurable checks in order to improve progress towards benchmark goals.
 - d) Maps will be reviewed, modified, and updated on an ongoing basis as evaluative needs and assessments are conducted.

Timeline: From September 2011 – June 2012.

Strategies to increase parental involvement

- Parent workshops highlighting Core Curriculum mandates in ELA and Math.
- Training in using ARIS database, DOE parent resources in the Common Core Library.
- Posting of Common Core embedded lessons and homework assignments on the school website.

Strategies for attracting Highly Qualified Teachers (HQT)

- Job Fairs
- Referrals and resumes will be reviewed carefully to ensure that state certification requirements are met.
- Examination of professional portfolios.
- Teachers will be encouraged to use online HOUSSSE to demonstrate mastery of content.
- The use of researched based framework for enhancing professional practice will be used in short frequent cycles of classroom observation.
- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidenced-based applicable feedback to ensure that teachers know what effective teaching looks like.

Service and program coordination

- CFN instructional support team will host professional development opportunities for teachers on curriculum maps, performance tasks, and Common Core State Standards.
- Teacher teams will be separated by content: Math and ELA (Science and Social Studies).
- During the development of curriculum maps, teachers of the Arts will work to support the content of the curriculum maps.

Budget and resources alignment

- **Budget:**
 - a. Per Session for pedagogical staff is being funded by Tax Levy Fair Student Funding.
 - b. Materials and supplies are being funded by Tax Levy Fair Student Funding, Title I School Wide Plan.
 - c. Textbooks are being funded by Tax Level NYSTL funds.
 - d. E-chalk (school website) subscription is being funded by Tax Level NYSTL funds.
 - e. Parent Coordinator is funded by Tax Levy funds.
 - f. Pedagogical staff and School Instructional Team are funded by "many" sources.
- **Human Resources:** School Instructional Team and CFN Instructional Support Team will provide ongoing support to teacher teams during the development of the curriculum maps. |

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3:

- By June 2012, 100% of teacher teams will create and analyze at least two performance tasks in both ELA and Math which will be evidenced in student products.

Comprehensive needs assessment

- In order to fulfill the requirements of the Chancellor's new instructional initiatives for 2011-2012 school year.
- Increase student learning outcomes as an indicated need in the Progress Report regarding student performance and progress.

Instructional strategies/activities

- a) The target population for the creation of the two performance tasks in ELA and Math is the entire pedagogical staff who will work collaboratively to complete the two performance tasks.
- b) Staff members will work to develop the curriculum maps will include pedagogical staff of the following content areas: ELA, Math, Science, SS, Music and Art.
- c) ELA, Science and SS teachers will create two tasks that will require students to read and critically analyze informational texts and then write arguments that support their understandings of the other content area subjects.
 - Math teachers will create two cognitively demanding tasks that will align with the Common Core State Standards.
 - Teacher teams will analyze students' work utilizing Common Core Learning Standards aligned rubrics and Webb's DOK to inform instructional practice and make adjustments to improve students' performance levels.
 - Grade level teacher teams meetings will be held weekly to:
 - a) Create research-based rubrics
 - b) analyze students' work to make instructional adjustments
 - c) Modify curriculum to address varied learning needs
 - d) Create and align assessments with CCSS
- d) At least one performance task will be completed and administered by January 2012. The second performance task will be completed and administered by May 2012.

Timeline: From September 2011 – June 2012.

Strategies to increase parental involvement

- Hold an annual meeting for Title 1 parents to inform them of 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:
 - Semi-annual parent-teacher conferences.
 - Frequent distribution of student progress reports to parents regarding their child’s academic and behavioral progress.
 - Reasonable access to staff.
 - Opportunities to volunteer and participate in school activities.
 - Provide parents with the opportunity to participate in professional development in literacy, math and technology.
 - Provide parents with training in utilizing the DOE parent resources in the Common Core Library.
 - Provide parents with training in navigating the school’s website to track and support students’ academic progress.

Strategies for attracting Highly Qualified Teachers (HQT)

- Provide recommendations to DOE’s professional opportunities for certification in teaching the gifted and talented student population.
- New teachers will be informed of New Teacher Mentoring Program as well as support from School Instructional Team.
- New teachers will work collaboratively to align various content areas.
- The use of researched based framework for enhancing professional practice will be used in short frequent cycles of classroom observation.
- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what’s working and what needs to be improved, and provide evidenced-based applicable feedback to ensure that teachers know what effective teaching looks like.

Service and program coordination

- Partnership with Brooklyn Public Library to enhance students’ ability to conduct research.
- CFN Instructional Support Team will host professional development opportunities for teachers on the examination and modification of performance tasks.
- Teachers will engage in inter-visitations amongst each other and offer feedback then create action plans based on identified needs.

Budget and resources alignment

- **Budget:**
 - a. Per Session for pedagogical staff is being funded by Tax Levy Fair Student Funding.
 - b. Materials and supplies are being funded by Tax Levy Fair Student Funding, Title I School Wide Plan.
 - c. Textbooks are being funded by Tax Level NYSTL funds.
 - d. Parent Coordinator is funded by Tax Levy funds.
 - e. Pedagogical staff and School Instructional Team are funded by “many” sources.
- **Human Resources:** School Instructional Coach, CFN Instructional Support

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4; By June 2012, 5% of the number of students who are in the bottom third subgroup will increase their proficiency levels in ELA and Math as measured by various instruments: such as periodic assessments, midterm exams, unit tests, and NYS Exams.

Comprehensive needs assessment

According to the data on the school's Progress Report for 2010-2011, students showed a significant decline in ELA and Math within all sub-groups. The data also revealed that the greatest gain was generated from students who were in the bottom one-third, therefore we plan to modify strategies and practices used with this sub-group and implement the ones that work with the entire school population.

Instructional strategies/activities

- a) The targeted population is the bottom one third for both ELA and Math.
- b) The following strategies will be implemented:
 1. Teacher teams will conduct data analysis of results from formative and summative assessments.
 2. Teachers will set measurable goals and monitor students' progress.
 3. Teacher-student conferences will be held on an ongoing basis.
 4. Provide small group AIS instruction via push-in/pull-out instructional model.
 5. Team teams will engage in critical analysis of student work.
 6. Instructional team and Parent Coordinator will design parent workshops to support students' learning.
 7. Students will be placed in mandated AIS Extended Day Program.

Timeline: From September 2011 – June 2012

Strategies to increase parental involvement

- Hold an annual meeting for Title 1 parents to inform them of 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:
- Semi-annual parent-teacher conferences.
- Frequent distribution of student progress reports to parents regarding their child's academic and behavioral progress.
- Reasonable access to staff.
- Opportunities to volunteer and participate in school activities.
- Provide parents with the opportunity to participate in professional development in literacy, math and technology.

- Parent will be provided with resources that reinforce basic ELA and Math Skills in order to support their children’s literacy and math performance.
- Workshops will be provided to support parents’ understanding of the new Core Curriculum mandates as it relates to the NYS Assessment in ELA and Math.

Strategies for attracting Highly Qualified Teachers (HQT)

- Recommendations to DOE’s professional opportunities for certification in teaching the gifted and talented student population.
- The use of researched based framework for enhancing professional practice will be used in short frequent cycles of classroom observation.
- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what’s working and what needs to be improved, and provide evidenced-based applicable feedback to ensure that teachers know what effective teaching looks like.

Service and program coordination

- Pencil Foundation Program (Grant) provides lessons addressing the topic of financial literacy to the entire grade 6 student body.
- AIS Extended Day, pull-out/push-in model is provided to improve students’ ELA and Math skills.

Budget and resources alignment

- **Budget:**
 - a. Materials and supplies are being funded by Tax Levy Fair Student Funding, Title I School Wide Plan.
 - b. Textbooks are being funded by Tax Level NYSTL funds.
 - c. Parent Coordinator is funded by Tax Levy funds.
 - d. Pedagogical staff and School Instructional Team are funded by “many” sources.
- **Human Resources:** School Instructional Team, Pedagogical Staff, CFN Instructional Support Team

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5:

- By June 2012 there will be a 25% decrease in the number of level 3 and 4 incidents reported in the classrooms as indicated in the Online Occurrence Reporting System (OORS) report.

Comprehensive needs assessment

- Based on the Online Occurrence Reporting System 24 out of 81 incidents at levels 3 and 4 occurred in the classrooms. Therefore, there is a need to develop teachers' ability to effectively manage students' behaviors in their classrooms.

Instructional strategies/activities

- a) The targeted population the entire staff and student body.
- b) The following plan will be implemented:
 1. Continue to provide staff development opportunities for conflict resolution, dealing with aggressive behavior, gang awareness, and best practices in school safety.
 2. Teachers must implement the strategies in accordance with the Ramapo Approach Model.
 3. Teachers must follow the ladder of referral for disciplining students.
 4. Teachers must use positive reinforcement such as verbal praise and stickers to reward positive behaviors.
 5. Teachers must maintain communication with parents and guardians.
 6. A team has been initiated to address and create Personal Intervention Plans (PIP) for at-risk students.
 - a) Ongoing observation; feedback; teacher survey; one-to-one conferences; teacher team support.
 - b) September 2011- the initial RAMPO on-site training will take place; Dean will review the policy and procedures for disciplining students. November 2011 – follow-up RAMPO on-site training will take place; staff will share their successes and/or failures with using the RAMPO strategies and policy and procedure for disciplining students. September 2011 – June 2012- implementation of Positive Behavior Intervention Support (PBIS) and Behavioral Management Team (BMT).

Strategies to increase parental involvement

- Hold an annual meeting for Title 1 parents to inform them of 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:
- Semi-annual parent-teacher conferences.
- Frequent distribution of student progress reports to parents regarding their child's academic and behavioral progress.

- Reasonable access to staff.
- Opportunities to volunteer and participate in school activities.
- Provide parents with the opportunity to participate in professional development in literacy, math and technology.
- Provide workshops addressing effective parenting skills.
- During Annual Curriculum Night event, Dean and Parent Coordinator will provide parents with an overview of the school-wide disciplinary policies and procedures.

Strategies for attracting Highly Qualified Teachers (HQT)

- The use of researched based framework for enhancing professional practice will be used in short frequent cycles of classroom observation.
- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidenced-based applicable feedback to ensure that teachers know what effective teaching looks like.
- Several interview questions will address the issue of effective classroom management techniques.
- Examination of professional portfolios.

Service and program coordination

- Onsite and off-site training will be provided by RAMAPO for Children.
- Peer Mediation will be available in an effort to reduce peer conflicts.

Budget and resources alignment

- **Budget:**
 - a. Per Session for pedagogical staff is being funded by Tax Levy Fair Student Funding.
 - b. RAMAPO for Children is being funded by Title I School Wide Plan.
 - c. Textbooks are being funded by Tax Level NYSTL funds.
 - d. Parent Coordinator is funded by Tax Levy funds.
 - e. Pedagogical staff and School Instructional Team are funded by "many" sources.
- **Human Resources:** Dean, CFN Instructional Support Team, Guidance Counselor, Social Worker, School Support Services Team, Behavior Management Team

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

	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	0	0	N/A	N/A	0	0	0	0
1	0	0	N/A	N/A	0	0	0	0
2	0	0	N/A	N/A	0	0	0	0
3	0	0	N/A	N/A	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	20	10	20	20	2	0	0	0
7	36	25	36	36	16	1	7	3
8	49	36	49	49	2	0	0	0
9	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Program/Strategy Type: Rally Education – Direct Instruction Delivery Method: Small group tutoring Service Time: September – December 2011: Extended Day 1 day a week; January 2012 – June 2012: Extended Day 2 days a week; November 2011 – June 2012: Pull out/Push-in services weekly.
Mathematics	Program/Strategy Type: Prentice Hall – Direct Instruction Delivery Method: Small group tutoring Service Time: September 2011 – December 2011: Extended Day 2 days a week. January 2012 – June 2012: Extended Day 1 day a week. November 2011 – June 2012: Pull out/Push-in services weekly.
Science	Program/Strategy Type: Grade 7 & 8 Delivery Method: Small group tutoring Service Time: October 2011 – June 2012: Lunch & Learn.
Social Studies	Program/Strategy Type: Rally Education – Direct Instruction Delivery Method: Small group tutoring Service Time: September – December 2011: Extended Day 1 day a week; January 2012 – June 2012: Extended Day 2 days a week; November 2011 – June 2012: Pull out services weekly.
At-risk Services provided by the Guidance Counselor	Program/Strategy: Routledge Middle School Guidance Curriculum & Resources for An Advisory Program (RAP) Delivery Method: Small group and one-to-one Service Time: September 2011 – June 2012: Bi-weekly.
At-risk Services provided by the School Psychologist	Program/Strategy: Counseling Delivery Method: One-to-one Service Time: September 2011 – June 2012 - One day per week
At-risk Services provided by the Social Worker	Program/Strategy: Counseling Delivery Method: Small group and one-to-one Service Time: September 2011 – June 2012 - One day per week
At-risk Health-related Services	N/A

NORTH STAR ACADEMY MS 340'S 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;
- Encourage parents to be effectively involved in planning and decision making regarding their child's education;
- Acknowledge and show respect for parents/guardians voice;
- Provide parents with effective tools and resources needed to effectively support and monitor their child's progress.
- Maintain regular formal and informal contact with parents;
- Uphold high expectations for all;
- Provide materials and training to help parents work with their children to improve their achievement level in ELA and Math;
- 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

NORTH STAR ACADEMY MS 340'S SCHOOL-PARENT COMPACT

Our school is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I SWP, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

The School Agrees to:

- Hold 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:
- Semi-annual parent-teacher conferences
- Frequent distribution of student progress reports to parents regarding their child's academic and behavioral progress.
- Reasonable access to staff
- Opportunities to volunteer and participate in school activities.
- Provide parents with the opportunity to participate in professional development in literacy, math and technology.

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
 - attendance at school
 - homework
 - television watching
 - 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.

The Students Agree to:

- Attend school regularly and arrive on time;
- Complete homework on time with a great deal of effort and submit all assignments on time;
- Be active participants during class instructional time;
- Stay on task;
- Use appropriate tone and language throughout the school community;
- Set and work towards meeting individual goals;
- Follow school rules and regulations;
- Show respect for self, other people and property;
- Try to resolve disagreements or conflicts peacefully;

(Please sign 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 do my part to ensure my child's optimum educational experience at North Star Academy (MS 340).

Parent Signature

Date

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

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

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Julia Bove	District 17	Borough Brooklyn	School Number 340
School Name MS 340 NORTH STAR ACADEMY			

B. Language Allocation Policy Team Composition

Principal JEAN WILLIA	Assistant Principal CLAUDETTE CHRISTIE
Coach TAMARA JOHNSON	Coach
ESL Teacher N/A	Guidance Counselor CHRISTINE MCLEOD
Teacher/Subject Area N/A	Parent N/A
Teacher/Subject Area N/A	Parent Coordinator MARVIN THOMAS
Related Service Provider PAULINE HUDSON	Other (Social Worker) HARRIET LEVINE
Network Leader JULIA BOVE	Other (Speech) RASHIDA ALELAMIN

C. Teacher Qualifications

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

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

D. School Demographics

Total number of students in school	272	Total Number of ELLs	0	ELLs as share of total student population (%)	0.00%
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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. 

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.

Part III: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							0	0	0					0
Dual Language							0	0	0					0

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

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

C. Home Language Breakdown and ELL Programs

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

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														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
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area

Language(s) of Instruction

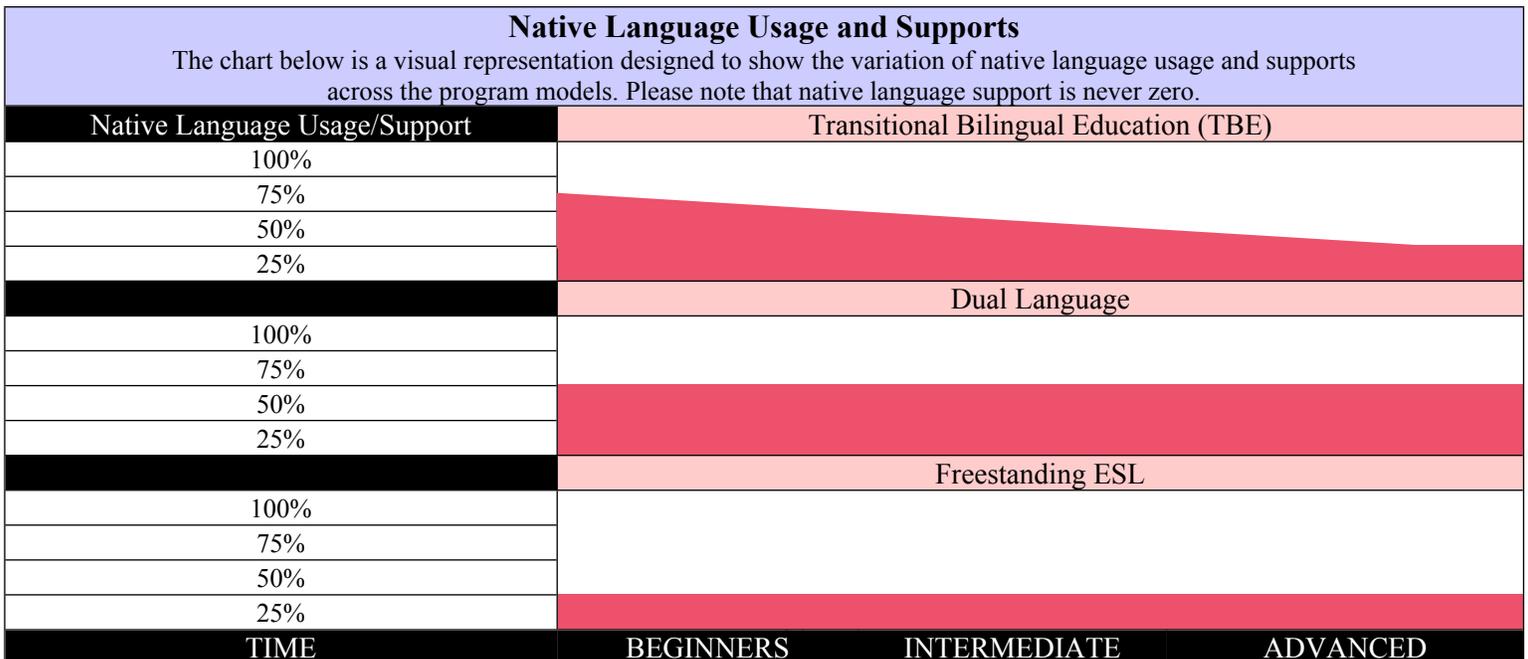
Class/Content Area

Language(s) of Instruction

Native Language Arts	0
Social Studies:	0
Math:	0
Science:	0

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

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

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.

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 CURRENTLY NO ELLS STUDENT POPLUATION 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.

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

D. Professional Development and Support for School Staff

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

Professional Development 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.

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?

To ensure parental involvement, workshop opportunities will be created using the Parent Coordinator as a bridge to home and school. The school programs and curriculum would be communicated in parent's home language. School would work to partner parents with outside resources such as the Brooklyn Public Library to build student and parent language proficiency.

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
Intermediate(I)														0
Advanced (A)														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	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

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

Native Language Tests

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

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

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

To assess any incoming ELL students' literacy skills, we would use materials from Rally Education, 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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>MS 340 NORTH STAR ACADEMY</u>		School DBN: <u>17K340</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jean Williams	Principal		11/21/11
Claudette Christie	Assistant Principal		11/21/11
Marvin Thomas	Parent Coordinator		11/21/11
N/A	ESL Teacher		11/21/11
N/A	Parent		11/21/11
N/A	Teacher/Subject Area		11/21/11
N/A	Teacher/Subject Area		11/21/11
Tamara Johnson	Coach		11/21/11
	Coach		11/21/11
Christine McLeod	Guidance Counselor		11/21/11
Julia Bove	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 17K340 **School Name:** North Star Academy MS 340

Cluster: 6 **Network:** 602

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 Translation and Interpretation 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.