



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: M.S. 340 NORTH STAR ACADEMY

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

PRINCIPAL: JEAN P. WILLIAMS

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SUPERINTENDENT: BUFFIE SIMMONS

06-21-2013

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 or 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	
PHILLIP BROWN	Member/STAFF	
YVETTE WARREN	Member/STAFF	
MICHAEL DUNDAS	Member/PARENT	
AVRIL WILLIAMS	Member/PARENT	
ELIZABETH MCCURDY	Member/PARENT	
VERONICA BARRERA	Member/PARENT	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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 2013, at least 80% of pedagogues will develop a shared understanding of instructional excellence 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 instructional practice was evident. Teachers need to enhance the quality of planning and preparation and instruction to foster students' analytical thinking and depth of content knowledge.

Instructional strategies/activities

In order to enhance professional practice and develop a shared understanding of instructional excellence to improve student analytical thinking and depth of content knowledge we use the research-based framework of Charlotte Danielson, Webb's Depth of Knowledge, R.W. Paul's Six Types of Socratic Questions and the Universal Design for Learning (UDL).

a) Strategies/Activities

- The targeted population is the pedagogical staff.
 - All pedagogical staff will review R.W. Paul's Six Types of Socratic Questions as use the examples as a guide to resign the questions in daily lesson plans to foster student's critical thinking as well as enhance quality of student discussions.
 - Teachers will actively engage in the process of examining and revising curriculum maps against CCLS, aligned rubrics, and DOK to reflect higher level and more complex questioning, content, and resources that are aligned to the standards and new assessment modifications thereby improving student performance.
 - During teacher team meetings, teachers will evaluate and reflect on the types of questions that exist within their current lesson plans by measuring against the Hess DOK matrix and the Six Types of Socratic Questions.
 - Administration will receive hands-on training on the Collaborative Observation and Feedback Cycle using the low-inference guide as well as the Danielson Framework rubric.
 - All pedagogical staff will be trained to take low inference observation notes as well as to use the Danielson Framework rubric in order to have a deeper understanding of the Feedback Cycle as outlined in the 2012-2013 Citywide Instructional Expectations focusing on 3 competencies: Planning and Preparation, Using Questioning and Discussion Techniques, and Using Assessment in Instruction.
 - Frequent cycles of "snapshot" observations will take place throughout the school year to provide teachers with high quality verbal feedback that will impact effective teaching and ultimately impact student learning. During this conference, teachers and administration will make meaning of the evidence including student work, in dialogue to promote a deeper understanding of what improved practice will look like in the classroom.
 - Teachers will have access to online professional development videos, articles, and assignments 24/7 via ASCD's PD in Focus, a collaborative on-demand PD system for educators. This online tool will provide teachers the opportunity to enhance their own professional growth as identified on their Professional Development plan.
 - The use of the UDL along with the infusion of technology will provide additional resources and supports for teachers to plan appropriate and effective teaching and learning opportunities for all students.
- **Key Personnel**
 - Administration and/or CFN will work collaboratively to provide resources and training for teachers.
 - Administration will conduct frequent cycles of "snapshot" observations throughout the school year to provide teachers with high quality verbal feedback.

- During weekly common planning periods, teacher teams will collaborate to evaluate lesson plans, performance tasks, and student work by measuring them against the Hess DOK matrix as well as The Task Analysis Guide.
- Teachers will have access to online professional development videos, articles, and assignments 24/7 via ASCD's PD in Focus.
- **Decision-Making**
 - Teachers will be asked to provide professional goals for 2012-2013.
 - Teachers will be asked to identify the areas in which they want to receive professional development for professional growth.
 - Teachers will be asked to complete a survey that will identify the strengths and improvements of the strategies and activities taken to promote professional growth.
- **Timeline**
 - Professional development and support will occur during September 2012 – June 2012.
 - Frequent cycles of snap shot observations will take place from December 2012 – June 2013 with verbal feedback provided on an individual basis; actions plans for improvement will also be developed on an individual basis.
 - Formal Observations will take place throughout the school year during September 2012 – June 2013.

Strategies to increase parental involvement

- Annual Curriculum Night held to ensure parents and students become familiar with the curriculum in all content areas through parent-friendly literature and resources.
- 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 access to high-quality curriculum and instructional resources.
- Parents and teachers will foster communication through various means:
 - 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.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax _____ Title I _____ Title II A _____ Title III _____ Grants _____ Other
 _____ Levy _____

If other is selected describe here:

Service and program coordination

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

- Aussie Consultant will provide support to teachers and students with the academic support needed to increase the level of rigor and cognitive thinking in the classroom discussions and activities.
- CFN instructional support team will host professional development opportunities for administration and ambassadors 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.
- Teachers will receive PD in Focus training from an ASCD representative with follow-up support from administration.
- School Instructional Team will incorporate the use of effective questioning and discussion techniques into informal observations, formal observations, walk throughs, and frequent cycles snapshots, providing individualized feedback and a next-steps plan of action in a timely manner.

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 2013, 100% ELA, Math, Science, and Social Studies teachers in grades 6 – 8 will develop curriculum maps aligned with CCLS which result in Performance Tasks as evidenced by students' completion of two tasks in each discipline.

Comprehensive needs assessment

- Based on the 2011 – 2012 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 two student performance tasks in ELA, Math, Science, and Social Studies aligned to strategically selected CCLS.

Instructional strategies/activities

In order to promote consistency within the classroom in terms of curriculum expectations and CCLS instructional shifts, we will use the research-based procedure for creating a coherent school curriculum that is based on the work of Heidi Hayes Jacobs. We will also use the research-based for planning, Understanding By Design, a tool utilized for educational planning. The UBD model focuses on the “teaching for understanding,” with an emphasis on “backward designing.” The UBD framework was designed by the educators Grant Wiggins and Jay McTigh. Our school will merge to works of these tools to create coherent curriculum.

a) Strategies/Activities

- The target population is the entire student body.
- Teacher teams will collaborate to develop and revise curriculum maps in ELA, Math, Science, and Social Studies that are aligned to the Common Core Learning Standards.
- Teacher teams will collaborate to align teacher-created performance tasks to the Common Core Learning Standards using the protocol for the Alignment Process issued by NYCDOE. The purpose of the alignment process is to support teacher teams as they assess the alignment of performance tasks to the CCLS.
- Teachers will collaborate to:
 - Identify the content (units/theme/topics) based on CCLS.
 - 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).
 - Use the lexile analyzer tool to determine text complexity as outlined in the CCLS.
 - 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 the Looking at Student Work (LASW) Protocol, CCLS aligned rubrics, and Webb's DOK to ensure rigor in instruction.
 - Provide timely, specific, evidenced-based teacher feedback and support, which will assist students in understanding the next steps necessary to make academic progress.
 - Establish unified structures for record keeping that include daily and interim, measurable checks in order to improve progress towards benchmark goals.
 - Curriculum maps will be reviewed, modified, and updated on an ongoing basis as evaluative needs and assessments are

conducted.

b) Key Personnel

- Administration and/or CFN will work collaboratively to provide teachers with the resources and support needed to review, modify, and evaluate curriculum maps.
- Administration will provide funding for teachers to develop and revise curriculum maps.
- Administration and/or CFN will collaborate to provide teachers with the training and feedback for LASW Protocol.
- Teachers will collaborate to develop, review, and modify curriculum maps in person as well as via Google Docs.
- Administration and CFN will provide ongoing feedback and support to teachers about the content and process of the curriculum maps.

c) Decision-Making

- Teachers will be asked to reflect on current curriculum maps to revise and develop curriculum maps.
- Teachers will be asked to provide the resources needed to implement the content of the curriculum maps.

d) Timeline

- Looking at Student Work Protocol implementation will occur during December 2012 – June 2012.
- Curriculum Mapping sessions will take place from November 2012 – June 2013 (based on budget allocations).

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 lesson and homework assignments on the school website.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax _____ Title I _____ Title II A _____ Title III _____ Grants _____ Other
_____ Levy

If other is selected describe here:

Service and program coordination

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

- CFN instructional support team will host professional development opportunities for Math and ELA Ambassadors in support of the 2012-2013 Citywide Instructional Expectations regarding coherent instruction and aligning performance tasks to Common Core State Standards.
- Teacher teams will be separated by content: Math and Literacy (ELA, Science, and Social Studies).
- Teachers of the Arts and Special Education will work with teachers to support and modify the content 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 2013, 100% of teachers will create and analyze at least two cognitively demanding performance tasks in ELA, Math, Science, and Social Studies, which will be evidenced in student products.

Comprehensive needs assessment

- In order to fulfill the Citywide Instructional Expectations set by the Chancellor for 2012-2013 academic school year.
- Increase student learning outcomes as an indicated need in the Progress Report regarding student performance and progress.

Instructional strategies/activities

In order to assess students understanding of the content in units of study, students will engage in at least two authentic performance tasks in the subject areas of Math, ELA, Science and Social Studies. According to the research of Jay McTigh, three factors should determine the authenticity of an assessment: the task, the context, and the evaluation criteria. The performance tasks will require students to use knowledge or skills to produce a product and/or complete a performance.

a) Strategies/Activities

- The target population for the creation of the two performance tasks in ELA, Math, Science, and Social Studies is the entire pedagogical staff who will work collaboratively to complete the performance tasks.
- Literacy-based teachers will create at least two tasks that will require students to read and analyze texts using textual evidence to complete the assessment.
- Math teachers create at least two cognitively demanding tasks that will be aligned to the CCLS.
- Teachers and administration will collaborate to develop rubrics that are aligned to CCLS, Webb's DOK, and NYS Assessment criteria.
- CCLS alignment and rigor of Curriculum Maps will be scored using the NYC DOE Literacy and Mathematics Materials Review Rubric.
- Teacher teams will analyze students' work utilizing CCLS aligned rubrics, Webb's DOK, and UDL to inform instructional practice and make adjustments to improve students' performance levels.
- Teacher teams will meet weekly during common planning to:
 - Create research-based rubrics
 - Analyze students' work to make instructional judgments.
 - Modify curriculum to address varied learning needs
 - Create and align assessments with CCLS.
- Teacher teams will use data from formative assessments such as Acuity Baseline and Benchmarks Assessments to create and revise performance tasks as well as to measure student growth towards meeting the grade level CCLS.

b) Key Personnel

- Teachers will create at least two tasks.
- Teachers and administration will collaborate to develop rubrics.
- Administration and/or CFN will provide teachers with the resources and support to develop performance tasks.
- Administration will provide funding for teachers to develop and revise performance tasks.
- Teachers and admin will analyze data from formative assessments and performance tasks to measure student growth towards meeting the grade level CCLS.

c) Decision-Making

- Teachers will review the NYC DOE CCLS bundles to analyze expectations of the task, rubric, and student work to deepen their understanding

- of the Chancellor’s Citywide Instructional Expectations 2012-2013. Teachers will use the information to create authentic performance tasks.
- Frequent cycles of observations will provide teachers with high quality feedback in terms of the alignment of instruction, assessment and monitoring student progress towards meeting the CCLS.

d) **Timeline**

- Development and implementation of Performance tasks will take place from September 2012 – June 2012.
- At least one performance task will be administered and annotated by January 2013. The second performance task will be administered and annotated by May 2013.

Strategies to increase parental involvement

- Hold an annual meeting for Title 1 parents to inform them of their rights to be involved.
- Actively involve parents in planning, reviewing and improvement in the Title 1 programs and the parental involvement policy.
- Parents and teachers will foster communication through various means:
 - Provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.
 - Provide access to high-quality curriculum and instructional resources.
 - 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.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax _____ Title I _____ Title II A _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

- 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.

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 2013, 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, performance tasks, unit tests, and NYS Exams.

Comprehensive needs assessment

- According to the data on the school's Progress Report for 2011-2012, 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

In order to increase the performance levels in ELA and Math schoolwide, we are going to engage in a research-based approach to professional teamwork known Collaborative Inquiry, a structured professional collaboration whereby educators engage in systematic analysis of student assessment data, student work, and teacher work, resulting in adjustments to curriculum, instruction, assessments and resource allocation to improve learning outcomes for students.

a) Strategies/Activities

- The targeted population is the entire student body.
- Teacher teams will conduct data analysis of results from formative and summative assessments.
- Teachers will provide guidance for students to set their own measurable goals and timelines for self-assessment and monitoring of progress.
- Teacher-student conferences will be held on an ongoing basis.
- Team teams will engage in critical analysis of student work using a formal protocol.
- Instructional team, Parent Coordinator, and PTA will design parent workshops to support students' learning.
- Provide small group AIS in the mandated Extended Day Program 3 days per week.

b) Key Personnel

- Teachers and administration will develop an active Collaborative Inquiry Team that meets on a weekly basis.
- Administration and/or CFN will provide resources and support to analysis data effectively.
- Administration will provide funding for teachers to engage in the work of the Collaborative Inquiry Team.
- Teachers and administration will analyze data from formative and summative assessments to design strategies goal setting and monitoring of student process.

c) Decision-Making

- Teachers will review the results of the 2011-2012 NYS Assessment of Math and ELA to determine the focus of the Inquiry Teams in terms of students and subject.
- Teachers will review the item analysis formative and summative data to respond to students' academic strengths and needs.

d) Timeline

- Development and implementation of Collaborative Inquiry Team will take place from November 2012 – June 2012 (based on budget allocations).

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 for those parents who

cannot attend a regular school meeting to support academic, social, and emotional needs of students to improve performance levels.

- Actively involve parents in planning, reviewing and improvement in the Title 1 programs and the parental involvement policy.
- Parents and teachers will foster communication through various means:
 - Provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.
 - Provide access to high-quality curriculum and instructional resources.
 - 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.
- Engage parents in discussion and decision-making regarding the policies that affect students with the bottom one-third.
- Host educational family events/activities during Parent Teacher Conferences and throughout the school year.
- Parents 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.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax _____ Title I _____ Title II A _____ Title III _____ Grants _____ Other
_____ Levy

If other is selected describe here:

Service and program coordination

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

- Aussie Consultant will provide support to teachers and students with the academic support needed to increase the level of rigor and cognitive thinking in the classroom discussions and activities.
- AIS Extended Day will provide academic support to improve students' ELA and Math skills.
- Collaborative Inquiry Team will meet on a weekly basis.

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 2013, the PTA, with the support of the SLT, will align its planned events and community involvement to four (#1, #2, #5, #6) of the six national standards that guide PTAs.

Comprehensive needs assessment

- It has been determined that the involvement of the PTA within the school community is vital in addressing larger policy and environment issues that relate to student behavior and engagement.
- Based upon an evaluation of data representing attendance, lateness, detentions, and behavioral infractions, the involvement of parents in creating a stronger culture is necessary to improving the school environment as a whole.
- An analysis of the school's Progress Report (2011-2012) has revealed that the students' performance levels in Math and ELA need to be improved. The school community has determined that increased parent involvement and parent awareness of college readiness can support students to be more engaged in their learning and have greater ownership and awareness of their progress towards college readiness.

Instructional strategies/activities

According to the research conducted by the National Research Association (NEA), children tend to do better when the schools, families, and community groups work together to support learning.

Strategies/Activities

- The targeted population is the parents of the entire student body at MS 340.
- The immediate members of the learning community: PTA, SLT, Parent Coordinator, and the entire MS 340 will work collaboratively together to increase community involvement and awareness.
- During scheduled meetings, parents and staff will brainstorm ideas and a plan of action for the 2012-2013 academic school year which will include workshops and activities that will provide awareness of college readiness can support students to be more engaged in their learning and have greater ownership and awareness of their progress towards college readiness.

Key Personnel

- PTA, SLT, Parent Coordinator and MS 340 Staff will brainstorm ideas and strategies to increase parental involvement and awareness.

Decision-Making

- PTA and SLT along with Parent Coordinator will create a calendar of events and activities for academic school year 2012-2013.
- Administration and teacher volunteers will facilitate parent workshops.

Timeline

- Curriculum Night will be held in September 2012.
- Parent Workshops & Meetings will take place at various times throughout September 2012 – June 2013.
- SLT & PTA meetings will take place on a monthly basis from September 2012 – June 2013.

Strategies to increase parental involvement

- Liaise with District Attorney's Office and the 78th Precinct Community Outreach to give presentations to parents about cyber responsibility etc.
- Organize college and career-readiness seminars with various community colleges to learn about various programs and resources.
- Conduct parent workshops.
- Host events to support men asserting leadership in education for their children.

- Develop and distribute a school newsletter.
- Work collaboratively with the school's staff and students to host Career Day to include people from all fields of business and representatives from trade unions.
- Plan a Saturday brunch workshop to discuss issues like teen age depression, cyber bullying, etc.
- Plan a retreat to foster camaraderie with other parents and discuss shared experiences and how to address them.
- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program.
- Provide opportunities for parents to help them understand the accountability system

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax _____ Title I _____ Title II A _____ Title III _____ Grants _____ Other
 _____ Levy

If other is selected describe here:

- Parents and community members will provide donations to the school.
- Parents and staff will work collaboratively to seek available grant opportunities for the use of a school-wide technology enhancement.

Service and program coordination

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

- District Attorney's Office will provide parent workshops on the issue of cyber bullying.
- 78th Precinct Community Outreach will provide workshops on parental cyber responsibility.
- MS 340 Safety Community will host a Town Hall Meeting that will allow parents to attend to voice their concerns and participate in the decision-making regarding school policies.
- Parent volunteers will provide day-to-day operational assistance within the school building.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Direct Instruction: Various sources.	Small group tutoring	September 2012 – December 2012: Extended Day 1 day a week; January 2013 – June 2013: Extended Day 2 days a week.
Mathematics	Direct Instruction: Kaplan	Small group tutoring	September 2012 – December 2012: Extended Day 2 days a week; January 2013 – June 2013: Extended Day 1 day a week.
Science	Embedded in ELA's Direct Instruction: Various sources.	Small group tutoring	September 2012 – December 2012: Extended Day 1 day a week; January 2013 – June 2013: Extended Day 2 days a week.
Social Studies	Embedded in ELA's Direct Instruction: Various sources.	Small group tutoring	September 2012 – December 2012: Extended Day 1 day a week; January 2013 – June 2013: Extended Day 2 days a week.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Routledge Middle School Guidance Curriculum Resources for An Advisory Program (RAP) Various Games, Activities	Small group and one-to-one	September 2012 – June 2012: Bi-weekly, Weekly.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Recruitment

- Conduct pre-interview questions at schedule Job Fairs surrounding the instructional elements of lesson planning, effective questioning, differentiated instruction, teaching the gifted student, and parental involvement.
- Demonstration lessons will be conducted in order to evaluate new teachers' ability to frame and execute effective questions.
- Examination of professional portfolios.
- Referrals and resumes will be reviewed carefully to ensure that state certification requirements are met.
- Several interview questions will address the issue of effective classroom management techniques.

Retention

- 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.
- Examination of professional portfolios.
- Teachers will be encouraged to use online HOUSSE to demonstrate mastery of content.
- New teachers will work collaboratively to align various content areas.

Support

- The use of researched based framework for enhancing professional practice will be used in short frequent cycles of classroom observation.
- 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.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy

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

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
--	---

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	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	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
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	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	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:

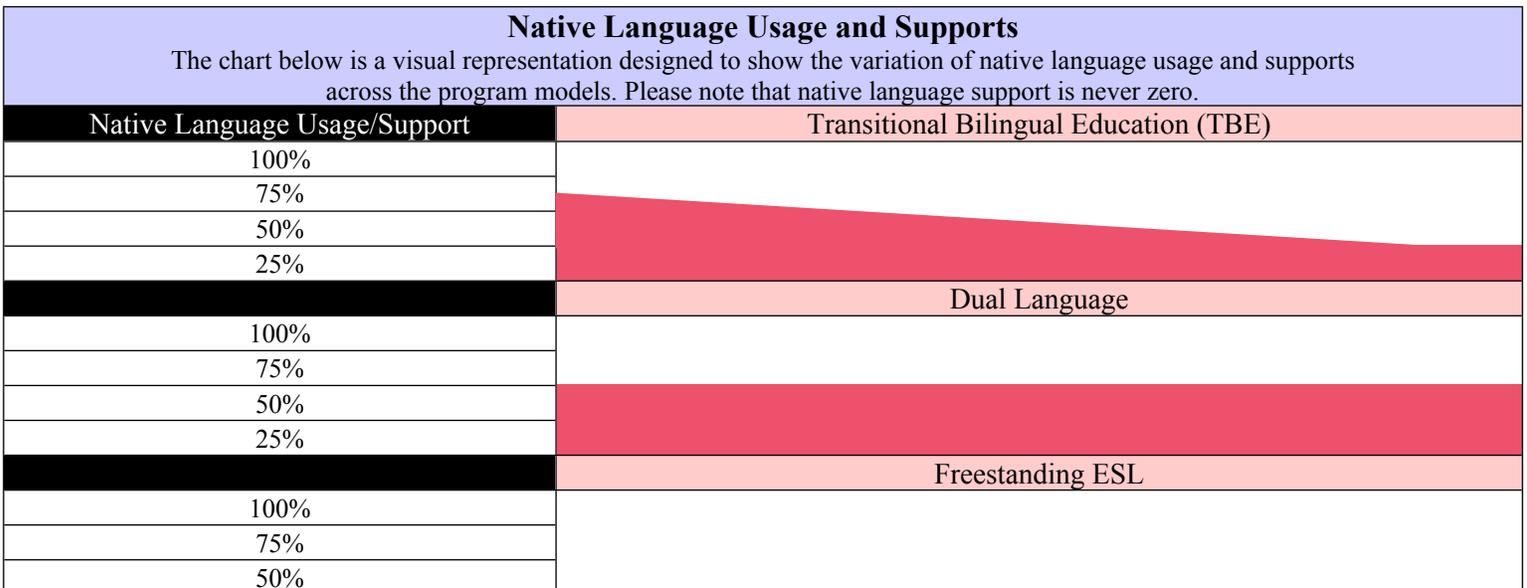
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



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

B. Programming and Scheduling Information--Continued

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 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 /SPEAKING	B													
	I													
	A													

NYSESLAT Modality Analysis

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

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?

6. 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 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. 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 engages 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.

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: MS 340 NORTH STAR ACADEMY

School DBN: 17K340

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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School Name: MS 340 NORTH STAR ACADEMY**School DBN: 17K340****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.