



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**School Name:** MS 340 NORTH STAR ACADEMY

**DBN (i.e. 01M001):** 17K340

**Principal:** JEAN WILLIAMS

**Principal Email:** [JWILLIA27@SCHOOLS.NYC.GOV](mailto:JWILLIA27@SCHOOLS.NYC.GOV)

**Superintendent:** BUFFIE SIMMONS

**Network Leader:** JULIA BOVE

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
JEAN WILLIAMS	*Principal or Designee	
PHILLIP BROWN	*UFT Chapter Leader or Designee	
ARVIL 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	
SARAH BOWERS	Member/ UFT/TEACHER	
SANDRA BIGAUD	Member/ UFT/TEACHER	
MARIAMA DIALLO	Member/ PARENT	
GEORGE WHYTE	Member/ PARENT	
MYRIAM CRANDELL	Member/ PARENT	
VERONICA BARRERA	Member/ PARENT	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, at least 90% of pedagogues will develop a shared understanding of instructional excellence as measured by Danielson Framework, research based framework for enhancing professional practice.

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on teacher observations conducted by building administration the need to improve instructional practice was evident. Teachers need to enhance the quality of planning, preparation and questioning in the classroom to foster students' analytical thinking and depth of content knowledge.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Administration receives hands-on training/support in ADVANCE.
2. 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 2013-2014 Citywide Instructional Expectations focusing on all 22 competencies of the 2013 Danielson Rubric.
3. Teachers will have access to online professional development videos and case studies via ARIS Learn. This online tool will provide teachers the opportunity to enhance their own professional growth as identified on their Professional Development plan.
4. Pedagogical staff will engage in Professional development opportunities that allow them to view, discuss, and analyze the elements of a Socratic Seminar in the classroom.
5. Teachers will actively engage in the process of examining and revising curriculum maps against CCLS, Engage NY Curriculum maps, Curriculum, NYS/NYC 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.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Principal, Assistant Principal
2. Principal, Assistant Principal, Teachers, Network Achievement Coach, Talent Coach. Professional Resource: Danielson Framework for Teaching; ARIS teaching videos & case studies
3. Principal, Assistant Principal, Teachers, Network Achievement. Professional Resource: Danielson Framework for Teaching; ARIS teaching videos & case studies
4. Principal, Assistant Principal, Teachers, Network Achievement Coach.
5. Principal, Assistant Principal, Teachers, Network Achievement Coach, Professional Resource: Tri-State Rubric, Curriculum Maps, Curriculum Resources.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Professional development will result in supervisor ratings that are calibrated within one performance level.
2. Professional development will result in teachers engaging in conversations that reflect knowledge of all 22 components of Danielson.
3. ARIS teaching videos & case studies will allow teachers to use a range of teaching practices as the basis for conversations and planning centered round the premises of best practices.
4. Professional Development will provide teachers with the essential information necessary to implement effective questioning in the classroom discussions amongst students.
5. Teachers will use a variety of professional resources revise curriculum maps.

#### **D. Timeline for implementation and completion including start and end dates**

1. August 2013 – September 2013
2. September 2013 – October 2013
3. September 2013 – June 2014
4. September 2013- October 2013
5. October 2013 – June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Administration will attend DOE ADVANCE Professional Development (6 Hours)
2. Teachers will be trained several times throughout the fall (Chancellor’s Conference Day, Monthly Faculty/Grade Conference( the first Monday of each month).
3. Teachers will have access to ARIS throughout the school year (on their own, as well as during PD opportunities).
4. Socratic Seminar will be held during one of the fall Common Planning Meetings (1x weekly)
5. Teachers will be work on Curriculum Maps during common planning meetings (1x weekly), grade/conference meetings (1x monthly), teacher effectiveness meetings (1x weekly).

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

1. Host annual Curriculum Night event to ensure parents and students are familiar with the curriculum and instructional expectations in all content areas through parent-friendly literature and resources.
2. Provide parents with timely information about all programs/school events.
3. Provide parents with information regarding student assessment results for each child and other pertinent individual and school district education information.
4. Provide access to high-quality curriculum and instructional resources.
5. Parents and teachers will foster communication through various means:
  - a. Semi-annual parent-teacher conferences.
  - b. Frequent distribution of student progress reports to parents regarding their child’s academic and behavioral progress.
  - c. Reasonable access to staff.
  - d. Opportunities to volunteer and participate in school activities.
6. Provide parents with the opportunity to participate in professional development in literacy (focusing on questioning) and math. School Instructional Team will incorporate the use of effective questioning and discussion techniques into observations and walkthroughs, providing individualized feedback and a next-steps plan of action in a timely manner.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		X	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.								

**Goal and Action Plan #2**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, at least 25% of the students in grades 6-8 will increase their proficiency levels in Mathematics as measured by various instruments: periodic assessments, performance tasks, unit tests, and NYS Exam based on a pilot blended math program.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State

academic content and student achievement standards.

According to the data on the school's Progress Report for 2012-2013, students showed a significant increase in 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**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Math Team will conduct data analysis of results from formative and summative assessments, including the Fall MOSL Assessments.
2. Math Team will use the results of the diagnostic, formative, and summative assessments to guide students in the process of setting individual SMART goals and timelines for self-assessment and monitoring of progress.
3. Math Team will engage in critical analysis of student work using a formal protocol.
4. Instructional team, Parent Coordinator, and PTA will design parent workshops to support students' learning.
5. Math Ambassadors attend and turn-key professional develop and strategize for the implementation of innovative and engaging ideas in the classroom that will promote students engagement in mathematics.
6. Math teachers will engage in Word Generation, a researched-based vocabulary program for middle school students designed to teach words through the four major content area classes. The program employs several strategies (reading, writing, debate, word problems, science scenarios, etc.) to ensure that students learn words in a variety of contexts.
7. Provide small group AIS in the mandated Extended Day Program 2 days per week, focusing specifically on the students' needs for Math.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Principal, Assistant Principal, Teachers, Data Specialist.
2. Principal, Assistant Principal, Teachers, Data Specialist.
3. Principal, Assistant Principal, Teachers.
4. Principal, Assistant Principal, Teachers, Math Ambassador, Parent Coordinator.
5. Principal, Assistant Principal, Teachers, Math Ambassador, Network Achievement Coaches.
6. Principal, Assistant Principal, Teachers, MSQI Instructional Coaches.
7. Principal, Assistant Principal, Teachers.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Administration, Scoring and Analysis of Fall MOSL Assessments.
2. Creation and monitoring of students' individual SMART Goals.
3. LASW Protocol recording Sheet, Teacher Reflections of implementation.
4. Parent Workshop advertisements, attendance sheet, agenda, materials, survey.
5. Common Planning Meetings Agendas and materials.
6. Weekly Word Generation's Problem of Week.
7. Extended Day Curriculum Outline, Student progress Reports in Mathematics, AIS Assessment results.

#### **D. Timeline for implementation and completion including start and end dates**

1. Development and implementation of Collaborative Inquiry Team will take place from November 2013 – June 2014 (based on budget allocations).
2. MOSL Committee will meet and decide on Assessments in August – September 2013.
3. MOSL Assessments will be administered, scored in analyzed in Fall 2013 and Spring 2014.
4. Professional development and support will occur during September 2013– June 2014.
5. Observations will take place from October 2013 – June 2014 with feedback provided on an individual basis; actions plans for improvement will also be developed on an individual basis.

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Programs will be altered to administer the Fall MOSL Assessment. Per Session will be allocated to teachers for the scoring and analysis of MOSL Results.
2. Teachers will use individual student conference time to create SMART Goals; throughout the year, students will monitor the progress of the goals – adding and modifying as needed.
3. Teacher Teams will use the LASW Protocol to reflect on student’s understanding and teacher practices in the classroom.
4. Teacher Teams will work to facilitate an interactive Workshop on Mathematics as it relates to the CMP3, CCLS, and MOSL. Parent Coordinator will help to promote the workshop.
5. Math Ambassadors will attend meetings and turn-key information during Common Planning Meetings.
6. Teachers will be work on Curriculum Maps during common planning meetings (1x weekly), grade/conference meetings (1x monthly), and teacher effectiveness meetings (1 x weekly).

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

1. Hold annual meeting for Title 1 parents to inform them of their rights to be involved.
2. Parents and teachers will foster communication through various means:
  - a. Provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.
  - b. Provide access to high-quality curriculum and instructional resources.
  - c. Semi-annual parent-teacher conferences.
  - d. Frequent distribution of student progress reports to parents regarding their child’s academic and behavioral progress.
  - e. Reasonable access to staff.
3. Opportunities to volunteer and participate in school activities.
4. Engage parents in discussion and decision-making regarding the policies that affect students with the bottom one-third.
5. Host educational family events/activities during Parent Teacher Conferences and throughout the school year; provided resources that reinforce basic skills in order to support their children’s math performance.

Workshops will be provided to support parents’ understanding of the new Core Curriculum in Math as well as the Common Core Standards as it relates to the NYS Assessment in Math.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #3**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 100% of ELA, Math, Science, and Social Studies teachers will work collectively to create school-wide systems designed to monitor student growth and gaps as measured by MOSL Assessments. This includes creating systems for designing coherent assessments and Performance Tasks across grades and disciplines, tracking and monitoring data, and looking at students work as a means to drive instruction and make adjustments as needed.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on the feedback from our 2012 – 2013 Quality Review, teachers need to strengthen their use of assessment to reflect interim checks of students' strengths, needs, and progress in order to make necessary adjustments to instructional practices that heighten proficiency.

***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Teacher teams will develop strategies for questioning students during classroom discussions to check their understanding of the material being taught and recoding that data as evidence for instructional planning.
2. Teachers will engage in documented one-to-one conference with students to discuss student's present level of performance and/or academic progress.
3. Teachers will receive hands-on training through the Norming process for the MOSL Assessments and score MOSL Assessments.
4. Teacher teams will identify commonalities (strengths, weaknesses) for the MOSL assessments and use the information to inform instructional decisions.
5. Teacher Teams will analyze the MOSL Assessment data as a grade to make needed adjustments in instruction.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Principal, Assistant Principal, Teachers
2. Principal, Assistant Principal, Teachers
3. Principal, Assistant Principal, Teachers
4. Principal, Assistant Principal, Teachers
5. Principal, Assistant Principal, Teachers

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Pre-determined discussion questions in the lesson plan.
2. MS 340 Student Conference Sheet
3. PD Agenda and materials for the Norming PD for Fall MOSL Assessments
4. Analysis of Fall MOSL Assessments
5. Next Steps based on the analysis of Fall MOSL Assessments

**D. Timeline for implementation and completion including start and end dates**

1. Monthly September 2013 – June 2014
2. Continuously October 2013 – June 2014
3. October 2013 & April 2014.
4. November 2013 & May 2014
5. November 2013 – June

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Common Planning Meetings which focus on Planning will take place on a monthly basis.
2. Most core subjects will be programmed for at least 1 double per week to allow time for student-teacher conferences.
3. Per Session opportunities will be provided for teachers to receive training and scoring on the MOSL Assessments.
4. Per Session opportunities will be provided for teachers to engage in the analysis of each MOSL Assessments
5. Common Planning Meetings which focus on Data/Assessment will take place on a monthly basis.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Inform parents about their rights in regards to student academic services.
2. Communicate with parents about student progress through Engrade, progress reports, report cards, parent-teacher conferences, etc.
3. Inform parents about the methods for testing and monitoring progress in school during Curriculum Night and Parent-Teacher Conferences.

4. Inform parents about the results of the MOSL Assessments during Parent-Teacher Conferences.  
Provide parents with resources for academic assistance (remedial and enrichment) available to their students both in school and outside of school.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

**Goal and Action Plan #4**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 60% of the incoming grade 6 students will show an increase in their ELA Proficiency Levels as measured by the NYS Common Core Assessment as a result of the MS 340's participation in the Middle School Quality Initiative& MS Extra Program.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

According to the data on the school's Progress Report for 2012-2013, students showed an increase in ELA with significant gain 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**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. The Degrees of Reading Power (DRP), a universal reading screen will be administered 3 times during the school year to identify and monitor the progress students at severe risk.
2. Those students identified as struggling readers take the Wilson Assessment, a secondary diagnostic assessments to locate the specific areas of reading challenge.
3. All teachers will engage in Word Generation, a researched-based vocabulary program for middle school students designed to teach words through the four major content area classes. The program employs several strategies (reading, writing, debate, word problems, science scenarios, etc.) to ensure that students learn words in a variety of contexts.
4. All students participate in small group strategic tutoring during the school day, whether it is intervention or acceleration. Student groups receive targeted reading instruction that is carefully designed to expand and deepen reading skills.

**B. Key personnel and other resources used to implement each strategy/activity**

1. MSQI Coordinator, MSQI Instructional Team, Teachers
2. MSQI Coordinator, MSQI Instructional Team, Wilson Coach, Teachers
3. MSQI Coordinator, MSQI Instructional Team, Wilson Coach, Teachers
4. Principal, Assistant Principal, Teachers

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Professional Development will result in administering the DRP.
2. Collaboration with MSQI to identify the at risk students; Professional Development for school-based Wilson providers will result in administering the Wilson Assessment.
3. All teachers will incorporate the Word Generation "focus words" into their lessons plans on a weekly basis.
4. Teachers will attend various Professional Development opportunities provided by MSQI that focus on reading instruction for the adolescent reader;

teachers will incorporate strategies and practices in their literacy program.

**D. Timeline for implementation and completion including start and end dates**

1. September 2013; January 2014; May 2014
2. October 2013
3. September 2013 – June 2014
4. October 2013 – June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Teachers/MSQI Coordinator will be schedule to attend DRP Training
2. Teacher program will allow time for the Wilson Program to take place at least 3 times and week + planning
3. Teachers will receive Word Generation Training and observations will take place to ensure weekly “focus words” are incorporated into weekly plans.
4. Teachers/MSQI Coordinator will be scheduled attend MSQI Cohort 3 Professional Developments for adolescent readers.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

1. Hold annual meeting for Title 1 parents to inform them of their rights to be involved.
2. Parents and teachers will foster communication through various means:
  - a. Provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.
  - b. Provide access to high-quality curriculum and instructional resources.
  - c. Semi-annual parent-teacher conferences.
  - d. Frequent distribution of student progress reports to parents regarding their child’s academic and behavioral progress.
  - e. Reasonable access to staff.
3. MSQI ExTRA Staff, CBO, and school work collectively to ensure the parents are informed of the expectations and events taking place in the program
4. Engage parents in discussion and decision-making regarding the policies that affect students with the bottom one-third.
5. Host educational family events/activities during Parent Teacher Conferences and throughout the school year; provided resources that reinforce basic skills in order to support their children’s ELA performance.

Workshops will be provided to support parents’ understanding of the new Core Curriculum in Literacy as well as the Common Core Standards as it relates to the NYS Assessment in ELA.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the PTA, with the support of the SLT, will align its planned events and community involvement to the school’s goals as measured by four (#1, #2, #5, #6) of the six national standards that guide PTAs.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- It has been determined that the involvement of the PTA within the school community is vital in addressing larger policy and environmental 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 (2012-2013) 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**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. 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.
2. During scheduled meetings, parents and staff will brainstorm ideas and a plan of action for the 2013-2014 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.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. PTA, SLT, Parent Coordinator, MS 340 Staff
2. Principal, Assistant Principal, PTA, SLT, Teachers, Parent Coordinator

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Agenda/Minutes
2. 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.

#### **D. Timeline for implementation and completion including start and end dates**

1. September 2013 – June 2014
2. November 2013

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. PTA/SLT in conjunction with school community will create a calendar of events and activities for academic school year 2013-2014.
2. Administration and teacher volunteers will develop and facilitate parent workshops.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Liaise with District Attorney's Office and the 78<sup>th</sup> Precinct Community Outreach to give presentations to parents about cyber responsibility etc.
2. Organize college and career-readiness seminars with various community colleges to learn about various programs and resources.
3. Conduct parent workshops.
4. Host events to support men asserting leadership in education for their children.
5. Develop and distribute a school newsletter.
6. 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.
7. 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 Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Direct instruction in close reading	Small group tutoring	After School
<b>Mathematics</b>	Basic Skills, Problem, Solving	Small group tutoring	After School
<b>Science</b>	Direct instruction in close reading	Small group tutoring	After School
<b>Social Studies</b>	Direct instruction in close reading	Small group tutoring	After School
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Counseling Routledge Middle School Guidance Curriculum Resources for An Advisory Program (RAP), Various Games/ Activities	Small Group One-to One	During the School Day

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Demonstration lessons will be conducted in order to evaluate new teachers' ability to frame and execute effective questions.</li> <li>• Examination of professional portfolios.</li> <li>• Referrals and resumes will be reviewed carefully to ensure that state certification requirements are met.</li> <li>• Several interview questions will address the issue of effective classroom management techniques.</li> <li>• The use of researched based framework for enhancing professional practice will be used in short frequent cycles of classroom observation.</li> <li>• Provide recommendations to DOE's professional opportunities for certification in teaching the gifted and talented student population.</li> </ul> <p>New teachers will be informed of New Teacher Mentoring Program as well as support from School Instructional Team.</p>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Examination of professional portfolios.</li> <li>• Teachers will be encouraged to use online HOUSSE to demonstrate mastery of content.</li> </ul> <p>New teachers will work collaboratively to align various content areas.</p>

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Money is allocated to purchase school supplies and materials for STH.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
<ul style="list-style-type: none"> <li>• Principal and UFT Representative selected members to be apart of the MOSL Team.</li> <li>• MOSL Committee met to discuss the State Measures and Local Measures.</li> </ul>

- MOSL Committee discussed the benefits and drawbacks of each option for the Local Measures  
MOSL Committee made a recommendation to the principal by a committee.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

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 (PIP) Template**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>17</b>	Borough <b>Brooklyn</b>	School Number <b>340</b>
School Name <b>MS 340 North Star Academy</b>		

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

Principal <b>Jean P. Williams</b>	Assistant Principal <b>Tamara M. Johnson</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Deborah Ouderkirk</b>	Guidance Counselor <b>Christine McLeod</b>
Teacher/Subject Area <b>Phillip Brown/Special Ed.</b>	Parent <b>type here</b>
Teacher/Subject Area <b>N/A</b>	Parent Coordinator <b>Marvin Thomas</b>
Related Service Provider <b>(Speech)</b>	Other <b>N/A</b>
Network Leader(Only if working with the LAP team) <b>N/A</b>	Other <b>N/A</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	208	Total number of ELLs	1	ELLs as share of total student population (%)	0.48%
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## Part II: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	1	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	1
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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	1	0	1	0	0	0	0	0	0	1
Total	1	0	1	0	0	0	0	0	0	1

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

**Assessment Breakdown**

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0

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

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

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

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

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Our school uses a variety of assessments to measure the early literacy skills of our ELLs. The assessments include: Running Records, DRPs, NYC ELL Periodic Assessments, and NYC Performance Assessments.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
We have only one student who tested and that child attained an intermediate proficiency level. While there are no data patterns evident across proficiency levels (because only one student tested), the spring NYSESLAT results reveal that the student demonstrates a partial understanding of the English Language expected at the student's tested grade level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Analysis of the data from the NYSESLAT, will help us make informed decisions in regards to content area instruction while taking into account the language acquisition and development. The data from the NYSESLAT modalities as well as classroom observations reveal that the tested student would benefit from direct instruction in writing. Of the NYSESLAT modalities, writing is where the student scored the lowest. Therefore, our main focus for the tested student is writing and reading. Providing writing prompts as well as graphic organizers will help her organize her thoughts. In addition, the student is engaging in ongoing self-assessments. The student will also engage in daily reading reflections through writing across the curriculum areas in an effort to develop writing modalities. We are also reading and discussing the gist of the text with cited evidence to support ideas. In addition, the student is annotating and discussing informal texts to increase her Depth of Knowledge. The student's performance is measured and evidenced by the results of NYS State Assessments, NYSESLAT, teacher-created assessments, self-reflections, small group/large group discussions, curriculum-based assessments, and NYC ELL Periodic Assessment.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

We have only one student who tested and that child received an intermediate proficiency level. While there are no data patterns evident across proficiency levels (because only one student tested), the spring NYSESLAT results reveal that the student demonstrates a partial understanding of the English Language expected at the student's tested grade level.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))  
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?  
We ensure that a child's second language development is considered in instructional decisions by providing daily instruction in various modalities: visual, auditory, and kinesthetic.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We evaluate the success of our programs for ELLs by analyzing the results of the NYSESLAT assessment.

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
The initial identification of ELLs is conducted during enrollment. Trained school staff members, the pupil personnel secretary, and classroom teachers meet with parents to make an initial determination of the child's home language. Members of the team interview and guide the parents in completing the Home Language Identification Survey (HILS) in the language of their choice. Once the HILS's are collected and it is determined that a language other than English is spoken at home, the LAB-R is administered to determine the level of English proficiency.
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.  
To ensure that the parents of ELL students understand all three program choices, a parent meeting is scheduled at the beginning of the school year to familiarize parents about the school system and the different programs that are offered. These meetings are conducted with translators in the parents' home language. At the parent meeting, parents are given an opportunity to discuss the program choices and choose the program best suited for their child.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
To ensure entitlement letters completed and returned, the Parent Coordinator provides assistance to the parents when needed. The Parent Coordinator also provides follow-up communication with parents who have not completed the form to ensure that the forms completed and returned to the school.
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.  
Our school has only one student who is identified as an ELL student. That student is in a SWD classroom setting receiving ESL instruction.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
To administer all sections of the NYSESLAT, we create a schedule where each day is dedicated to a specific modality of the test (usually recommended by our Network). The test is administered by a non-ESL teacher and scored by another teacher.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
Our school has only one student who is identified as an ELL student. That student is in a SWD classroom setting receiving ESL instruction.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

The student is placed in an age/grade appropriate educational setting, giving consideration to the recommended program outlined in the student's IEP. Adequate support is provided in the classroom to assist the student in attaining English Language proficiency as well as accessing core content and all programs, services and extra-curricular activities. CCLS instruction is provided in English for the ESL pull-out program. English will be the language of instruction in the program. The Students are heterogeneously grouped within each grade. The student receives instruction in a self-contained 12:1 classroom setting. The cluster teachers provide enrichment to the standards-based curriculum.

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)?

Based on the student's NYSESLAT scores and in accordance with CR Part 154, students at the intermediate levels receive 360 minutes of ESL instruction weekly. The student receives ESL instruction weekly during the extended day periods.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In addition to the Pull-out program, ELL students receive instruction using the workshop model in all the major subjects. Students are given access to all programs, services and extra-curricular activities. The general education staff is given appropriate support and professional development to assist ELL students effectively. Data from the various assessments stated above are used to make informed decisions on language use for subject areas.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

In the event that a student needs to be evaluated in his/her native language, we use native language personnel who are proficient in listening, speaking, reading and writing.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The goal of the continuing transitional plan is to provide these students with the support they need to effectively achieve academic proficiency in all subject areas using English as the language. These students receive instruction at least three times a week during the school day and participate in an after school program two days a week. We provide instructional experiences that allow for the student to be evaluated in all four modalities of English acquisition.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Intensive English language development instruction teaching social and academic language in small group settings  
 Intensive literacy development  
 Integrated cultural activities

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

Independent/paired reading, shared reading, guided reading, reciprocal teaching, writer's workshop, interactive read aloud, vocabulary word study

Cooperative learning

Graphic organizers

Informational texts

Paraphrasing and getting the gists of complex text

Annotating the text

Making self-to-text/world-to-text connections when discussing the reading material

Providing visuals to support academic work

Breaking work into smaller pieces

Explicitly teaching study skills/habits and effective ways of using educational resources and materials

Providing extended time to complete assignments

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

Our ELL IEP student is included in all school activities. She is mainstreamed for Art, Music, and Physical Education. The literacy curriculum, Expeditionary Learning includes activities for ELL and IEP students. We move through the text in creative and interactive ways daily. All students in the 12:1 class have access to laptops to enhance the academic program in our school. They also participate in programs affiliated with MSQI ExTRA, the Brooklyn Public Library, and the Brooklyn Botanical Gardens.

**Courses Taught in Languages Other than English ⓘ**

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

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

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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

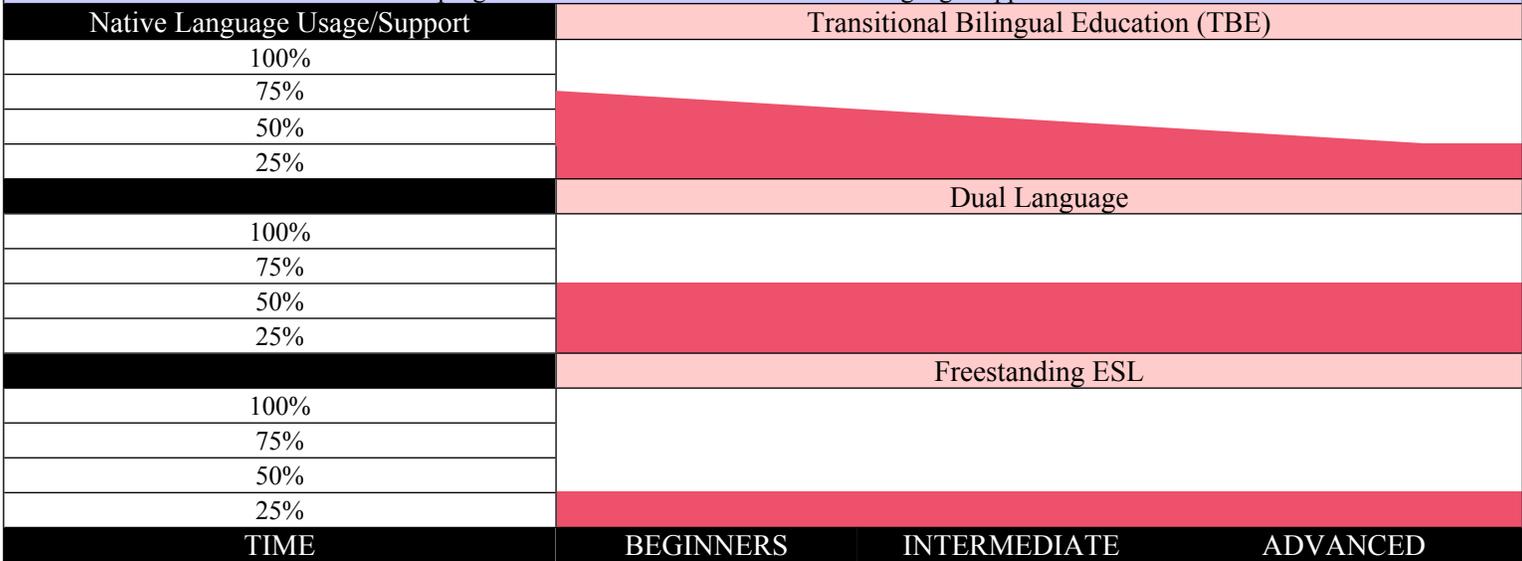
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



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**

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- ELA – We use several intervention programs for our ELL in ELA: NYSESLAT Curriculum Associates and \_\_\_\_\_Curriculum Associates. Through this program, we incorporate the informational text and content of Science and Social Studies.
- Math – CMP3 math program is used throughout the school. The program deepens students' mathematical understanding through cognitively challenging hands-on activities and exploration opportunities.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The current program is highly effective since it focuses on the four modalities of language acquisition.
11. What new programs or improvements will be considered for the upcoming school year?
- N/A
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Students are given access to all programs, services and extra-curricular activities. The general education staff is given appropriate support and professional development to assist ELL students effectively. Students are heterogeneously grouped within each grade. All students receive instruction in self-contained classrooms in which cluster teachers enrich the curriculum.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The instructional materials being used to support the four modalities of language acquisition are listening, speaking, reading, and writing. The ESL teachers use a variety of texts and resources to enhance language acquisition. The teachers use the Curriculum Associates NYSESLAT program to focus on the 4 key modalities of language acquisition.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support will be provided through sharing and demonstrations of the students' first language. Native language recognition will be on-going.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Required services support and resources do correspond to ELLs ages and grade levels. The textbooks used are age appropriate for the student. The ESL teacher services the ELL students according to their levels of language needs. Support and resources used are age appropriate and correspond to the grade levels.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- In the event of newcomers entering, we would engage them in a series of activities that will enable them to make a smooth transition from their home culture to that of our school.
18. What language electives are offered to ELLs?
- English is the only language provided to our student.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Professional development provided to the entire staff by administrators, instructional specialists, and specialists in ESL strategies and standards.

Training on the components of a comprehensive balanced literacy program using the workshop model.

Training on UDL

Methods of assessments of content-area learning and language development.

#### **D. Parental Involvement**

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

To support the parent involvement effort, our Parent Coordinator will continue to be in constant communication with parents. The parents of the ELL student will continue to receive school related materials in English and their home language. Translation services are available to parents through the Department of Education translation hotline. We have a teacher on staff who speaks Haitian Creole, who can serve as an interpreter when necessary. During special meetings such as IEP or evaluations of students we provide the translation/interpretation services to accommodate parents. The needs of the parents are evaluated through the parent surveys. The surveys will identify areas of concerns and enable the school to develop a plan of action for the next steps to address the needs. Parental involvement activities address the needs of the parents in several ways. Some ways are through parent conferences, workshops, PTA meetings and discussion groups.

#### **E. Additional Information**

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

N/A

## Part VI: LAP Assurances

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

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

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**

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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

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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.