



**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001): 17K340
School Name: MS 340 North Academy
Principal: Jean Williams

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Middle School School Number (DBN): 17K340
School Type: Public School Grades Served: 6 – 8
School Address: 227 Sterling Place Brooklyn, NY 11238
Phone Number: (718)857-5516 Fax: (718)230-5479
School Contact Person: Jean Williams Email Address: Jwillia27@schools.nyc.gov
Principal: Jean Williams
UFT Chapter Leader: Phillip Brown
Parents' Association President: Avril Williams
SLT Chairperson: Sandra Bigaud
Student Representative(s): N/A

District Information

District: 17 Superintendent: Clarence Ellis
Superintendent's Office Address: 1224 Park Place, Room 130 Brooklyn, NY 11213
Superintendent's Email Address: cellis3@schools.nyc.gov
Phone Number: (718) 221-4372 Fax: (718) 221-4326

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 602 Network Leader: Matthew Melchiorre

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jean Williams	*Principal or Designee	
Phillip Brown	*UFT Chapter Leader or Designee	
Avril Williams	*PA/PTA President or Designated Co-President	
Jason Waters	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Mariam Crandall	Member/Recording Secretary/Parent	
Veronica Barrera	Member/Treasurer/Parent	
Rosana West	Member/Parent	
George Whyte	Member/Parent	
Mei Li	Member/Teacher	
Sandra Bigaud	Member/ Teacher/Chairperson	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework
<ul style="list-style-type: none"> ● Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<ul style="list-style-type: none"> ● Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> ● Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
<ul style="list-style-type: none"> ● Effective School Leadership: Principals lead by example and nurture the professional growth of teachers

and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

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

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

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)

School Culture: Positive Learning Environment (1.4), High expectations (3.4)

Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school’s Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school’s AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

MS 340 North Star Academy is a small community middle school (grades 6 – 8) with 200 students from 6 through grade 8. The school population comprises 85% Black, 11% Hispanic, 1.5% White, 1.5% Asian, and 1% American Indian or Alaskan Native students. The student body includes 1% English Language Learners and 7.5% Special Education students. Boys account for 43.5% of the students enrolled and girls account for 56.5%. The average attendance rate for the school year 2013-2014 was 94%.

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

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

Mission

As a school community, we are committed to the development of the whole child; intellectually and academically; personally and socially; physically and emotionally. We believe that all students can achieve their full potential with the support of the school and their parents. Working collaboratively, we can ensure that value is added to all students so that they achieve at high levels and develop as individuals.

Vision

We see our school as a place where all members of our school community are lifelong learners. Working collaboratively, we will support each other's needs, celebrate our cultural diversity, and create an atmosphere that is safe and conducive to learning. We will be flexible, responsible, accountable, and adaptable to change. The members of our community will have respect for themselves and others. We will work with different constituents create a learning environment where there is effective teaching and learning to improve achievement for all students.

Students attending MS 340 have an opportunity to participate in the following enrichment activities:

- ARISTA Honor Society
- Student Government
- Yearbook Club

- Chorus
- CHAMPS Fitness and Sports Programs: Flag Football, Basketball, Table Tennis, Badminton
- Violin
- Clarinet

In addition, MS 340 has partnerships with the following community-based organizations:

- University Settlement— the organization, which runs the MSQI ExTRA program - a public-private initiative to explore arts, sports, academics, and other learning opportunities such as debate and robotics. Students who struggle with reading comprehension spend one hour per day engaged in common-core aligned small group tutoring sessions.
- The Brooklyn Public Library—“Brooklyn Connections” where students are allowed to use the library’s private collection of artifacts to complete researched-based projects focusing on the Brooklyn Borough.
- Brooklyn Botanical Gardens—“Project Green Reach” where an entire curriculum package is provided for plant-inquiry-based instruction. Teachers are also provided with training and supplies for a community horticulture project.
- Prospect Park Zoo—“Animal Behavior and Enrichment” which supports the Science and Math Common Core curricula. Through this program, students learn how zoos provide behavioral enrichment to animals to increase their physical and mental well-being.
- Urban Advantage – a standards-based program designed to improve students’ understanding of scientific inquiry through collaborations between urban public school systems and science cultural institutions such as zoos, botanical gardens, museums, and science centers.

Students like our school because of its high academic achievement record and outstanding reputation. They also benefit from our small supportive learning environment. Parents value the opportunity to contribute to the school's decision-making process through participation in parent leadership groups. Through our parent website and telephone message system, MS. 340 maintains regular communication with parents. Our technology resources include Smart Boards in our classrooms and a state-of-the-art Science Lab that enables our students to gain hands-on scientific experience.

Strengths, Accomplishments, and Challenges

In 2013-2014, MS 340 North Star Academy was granted the opportunity to take part in the Middle School Quality Initiative (MSQI) ExTRA program; a literacy-based program designed around five researched based key indicators to help improve adolescent literacy. MSQI refers to these as the “Core Pillars” which include: Reading, Screening and Monitoring, CCLS Literacy Across the Content Areas, Strategic Reading Tutoring, Teacher Teams, and Continuous Professional Development.

The first year of the program targeted six graders. Students took the Degrees of Reading Power (DRP), a universal reading test designed to identify students’ independent reading comprehension level. The test was administered three times during the year. Those students identified as struggling readers take secondary diagnostic assessments to locate the specific areas of reading challenges. Thereafter, students are placed into three tiers for targeted instruction based

on their needs.

Throughout the school year, MS 340 was visited by various groups of philanthropists, who monetarily supported and/or had an interest in supporting the MSQI ExTRA grant. As a result of the significant gains in students' DRP scores and the cohesiveness with regards to cultivating a literacy-based school culture based on the MSQI Core Pillars, MS 340 was as a Showcase School, with a focus on MSQI, for the current academic school year.

According to the results of the NYS Common Core ELA and Math Assessments, 40% of the students achieved proficiency levels 3 and 4 and 19% of the students achieved proficiency levels 3 and 4, respectively.

As a result of this data it was concluded that the instructional focus for this academic school year would be writing. We believe honing in on the students ability to express their thinking and understanding of the context through writing would impact their academics across content areas. Hence, our instructional focus for 2014-2015 is:

A School wide effort at MS 340 to have all students show measureable growth in their ability to organize their writing for a variety of audiences, and present their ideas in an appropriate manner.

Growth in student writing will be measured by subject MOSL, Word Generation, Writing Portfolios, school wide, city, and state mandated assessments.

While every content area is focusing on writing, the school wide practice that drives the cross curriculum is Word Generation, a vocabulary-based program that presents teachers with a common language for discussing literacy and comprehension strategies across the curriculum. The program incorporates researched-based principles of vocabulary learning, such as the need for multiple exposures to target words over several days and within different contexts.

Areas of growth and focus

According to the results of the NYS Common Core ELA Assessments, 40% of the students achieved proficiency levels 3 and 4 which resulted in a 12% increase compared to the previous year. We contribute the student's growth to various initiatives and practices within the literacy department:

- Literacy Team designed standards-based curriculum with overarching themes and essential questions that are social studies based embedded with literacy strategies.
- Word Generation, a vocabulary based program was implemented Schoolwide.
- Weekly meetings, teachers check for evidence of rigor via analysis of performance tasks, incorporation of language objectives, integration of word generation, and vocabulary acquisition activities to ensure that the needs of students are addressed through scaffolds in learning tasks.
- Teacher teams review student writing and vocabulary development through the Word Generation program which is calibrated across the grade to ensure consistency in assessing students' writing across the curriculum. To build coherence, teams of teachers discuss individual students' work and make agreed-upon purposeful decisions on how to adjust curriculum and support students' learning.
- Grade 6 students reading progress was targeted and monitored closed throughout the school year via DRP assessments, secondary diagnostic assessments, small group book clubs, small guided reading groups, and intervention programs such as Just Words and Wilson Reading.

According to the results of the 2014 NYS Common Core Assessment results, math is our area of focus. Collaboratively, the math department has put a few practices into place . . .

- All students have been programmed for a “math skills” class in which the focus of the class is problem-solving in mathematics.
- Students in the bottom-one third subgroup receive small group tutoring weekly during the school day.
- The school adopted the NYC DOE Common Core Curriculum and meet monthly to make adaptation as necessary in effort to demands of the Common Core Standards and NYC Scope and Sequence in terms of rigorous classroom reasoning and high expectations for mastery.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the NYS Common Core 2014 ELA scores for all grades (6-8) 40% of students met proficiency by scoring at Levels 3 and 4. This data reflects an upward trend of when compared to the NYS 2013 ELA scores for all grades. Based on the NYS Common Core 2014 Math scores for all grades (6-8) 19% of students met proficiency by scoring at Levels 3 and 4. This data reflects a downward trend of when compared to the NYS 2013 Math scores for all grades.

Based on the 2013 – 2014 Quality Review (QR), our school received a “Developed” for QR indicator 2.2. The report states the following: “ongoing checks for understanding or student self-assessment were not consistently used to assess the progress of student subgroups, thereby hindering adjustments to instruction to endure that all students engage in high levels of thinking and participation.”

Informed by Capacity Framework Element – Rigorous Instruction, current data and our most recent QR, there is a need to create school-wide systems designed to monitor student understanding, progress, growth, and gaps in instruction and assessments.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of core subject teachers will work collectively to create school-wide systems designed to monitor student growth and gaps, and increased student performance by 5% as measured by ELA and Math MOSL Assessments and End of Unit Assessments/Tasks.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Core subject teachers will administer the Common Core aligned Baseline Assessment and MOSL Assessment in the Fall and Spring and monitor progress of all students.	All Students Core Subject Teachers	October 2014 – June 2015	Point Person(s): ● Principal, AP Implementers: ● Core Subject Teachers
Teacher teams will develop strategies for questioning students during classroom discussions to check their understanding of the material being taught and record that data as evidence for instructional planning.	All Teachers	September 2014 – June 2015	Point Person(s): ● Principal, AP Implementers: ● All Teachers
Teacher teams will identify commonalities (strengths, weaknesses) for the Baseline Assessments and MOSL assessments and use the information to inform instructional decisions.	Core Subject Teachers	November 2014 – May 2015	Point Person(s): ● Principal, AP Implementers: ● Core Subject Teachers
Teachers will conference with all students to discuss student’s present level of performance, set academic goals, and provide strategies to support student learning.	All Teachers	October 2014 – June 2015	Point Person(s): ● Principal, AP Implementers: ● All Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> ● Use of teacher teams, peers, Instructional Coaches, and Lead Teachers for demonstration of modeling, developing norms, and common language among teachers and students in the implementation of curriculum, development of assessments, and analysis of data for the subject/grade. ● The Danielson Framework and <i>Advance</i> for teacher evaluations and student progress. ● Periodic Assessment Baseline, Benchmark, and MOSL Assessments. ● Engaging in out of school PD, teacher team meetings during the weekly 80-minutes/75-minutes Professional Development. ● Use of NYC DOE resources available on Schoolnet. ● OPTS for student consumables and workshop materials. ● Per Session for extended teacher team meetings and scoring of assessments.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Citywide instructional funds will be scheduled in per diem, per session, and instructional materials to support an increase in collaborative planning and curriculum unit revision necessary to improve the effectiveness of instruction.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Specify a timeframe for mid-point progress monitoring activities.

- By February 2015, there will be a 10% increase in the number of students scoring Level 3 and 4 as measured by the January CCLS Aligned Fall Benchmark Assessment in Math.
- By February 2015, there will be a 15% increase in the number of students scoring Level 3 and 4 as measured by the January CCLS Aligned Fall Benchmark Assessment in ELA.
- By February 2015, there will be a 5% increase in the number of students moving towards reading proficiency as measured by the DRP.

Part 6b. Complete in **February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?	<input type="checkbox"/>	Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths:

Quality Review 2013-2014 States:

As students travel from classroom to classroom, there is a sense of community where all stakeholders are clear on how their roles contribute to the healthy learning environment that permeates throughout the school day. Students are welcomed by school safety agents, office staff, and the principal every morning to set the tone for the school day. Students wear the school uniform adhering to the school’s expectations holding personal accountability for representing their school well, as evidenced by increased participation in assemblies and conferences. School-wide focus on attendance via incentives and perfect attendance awards has resulted in decreased student absenteeism. In addition, weekly advisory group sessions contribute to improved student attendance and positive teacher-student rapport. Advisory groups are purposefully formed based on school-wide data on attendance and discipline infractions to ensure that all students’ academic and social emotional needs are met. In addition, the dean created a school-wide tracking

Needs:

Based on the 2013-2014 School Survey Report, 23% of students responded that they felt respected by their peers. As a result of this data, we programmed weekly small group sessions with the Guidance Counselor and a pedagogical staff to ensure that all students feel respected by their peers. During this time students will explore strategies to improve social and emotional development.

Informed by Capacity Framework Element – Supportive Environment, Quality Review, and OORS Report, there is a need to program guidance/advisory within the school schedule to ensure the social and emotional needs of all students are addressed especially transitioning 6th grade students, SWD and students who are Socially/Emotionally challenged.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be at least a 5% increase in students’ response that they feel respected by their peers as measured the School Survey Report.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust</p>	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Student programs reflect weekly small group “guidance/advisory” groups with the guidance counselor and pedagogical staff. Sessions will focus on peer pressure, academics, stress, bullying, positive relationships, as well as college and career readiness.</p>	<p>All Students/S WD Focus on Emotionally Challenged</p>	<p>September 2014 – June 2015</p>	<p>Point Person(s): ● Principal, AP Implementers: ● Guidance Counselor ● Select Teachers</p>
<p>Classes will receive daily conduct sheets that will be monitored by students, parents, and staff.</p>	<p>All Students</p>	<p>September 2014 – June 2015</p>	<p>Point Person(s): ● Dean</p>
<p>Positive behavior will be recognized and celebrated on a monthly basis via student assemblies. Whereby students can use their merit tickets to purchase various auction items.</p>	<p>All Students</p>	<p>September 2014 – June 2015</p>	<p>Point Person(s): ● Dean Implementers: ● PBIS Team</p>
<p>PBIS Team and CBO will work collaboratively to provide the best behavioral supports for targeted students and maximize academic & social achievement.</p>	<p>Grade 6 Special Ed and Emotionally Challenged</p>	<p>September 2014 – June 2015</p>	<p>Point Person(s): ● Dean Implementers: ● PBIS Team ● CBO</p>

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> ● Programming of Guidance Counselor and Pedagogical Staff to support small group guidance/advisory. ● Funds to support the salary of a Dean of students. ● Per Session for PBIS Team Meetings ● Daily Conduct Sheets (Homeroom) ● Guidance Counselor/Teacher collaboration/planning ● Programming of Monthly student assemblies designed to acknowledge positive students behavior
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Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA		Title III	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Personnel and grant are scheduled in per diem and per session to support the implementation of social and emotional support during the school day as well as during Extended Day.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:
 Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
 Specify a timeframe for mid-point progress monitoring activities.

By February 2015, every homeroom will participate (drama, visual arts, song, dance, etc.) in a general assembly that will focus on the theme of Respect for All.
 By February 2015, all CBO staff will receive training on providing social and emotional support to school-age children.
 By February 2015, all students will receive small group counseling sessions on a weekly basis designed to meet the social and emotional needs of the students.

Part 6b. Complete in **February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?	<input type="checkbox"/>	Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the data on the School Survey Report for 2013-2014, 92% of the teachers believe that their professional development experience is sustained and coherently focused, rather than short-term and unrelated.

Based on the 2013 – 2014 Quality Review (QR), our school received a “Well Developed” for QR indicator 3.4. The report states the following: “The principal is very strong in articulating high expectations for all members of the faculty and staff through regular faculty conferences, principal communications, and individual and team discussions to strategically establish a culture for learning.”

Informed by Capacity Framework Element – Collaborative Teachers, School Survey Report, and Quality Review Report, there is a need to continue to provide opportunities for teachers to work collaboratively to build a culture for learning academically and professionally.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 95% of the pedagogical staff will show progress in the Danielson Framework Component 4e (Growing and Developing Professionally) as measured by the NYC School Survey Report and Advanced Teacher Level Measures Of Teacher Practice (MOTP).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:
 Research-based instructional programs, professional development, and/or systems and structures needed to impact change
 Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust			
All pedagogical staff will rank their professional development needs based on the eight (8) focused components of the Danielson Framework for Teaching.	All Teachers	September 2014 February 2015 June 2015	<ul style="list-style-type: none"> Principal Assistant Principal
Based on the results of the survey, the professional development team will design a yearlong professional development plan that will be executed during the weekly 80-minutes and 75-minutes professional development.	All Teachers	September 2014 – June 2015	<ul style="list-style-type: none"> Principal Assistant Principal
Core subject teacher leaders will attend and turnkey monthly ambassador meetings facilitated by the Network.	Core Subject Teachers	September 2014 – June 2015	<ul style="list-style-type: none"> Core Subject Ambassadors Network Instructional Support Team
Throughout the school year, pedagogical staff will have opportunities to attend off-site professional development based on interest and needs.	All Teachers	September 2014 – June 2015	<ul style="list-style-type: none"> Principal Assistant Principal Cluster Support Staff Network Support Staff
Parent Coordinator will serve as liaison between school and parents in effort to a Parent-Teacher workshop surrounding the NYC Common Core Standards.	Teachers Parents	February 2015 – April 2015	<ul style="list-style-type: none"> Parent Coordinator
Parents are invited to actively participate in the Winter Test Prep Academy.	Parents	January 2015 – March 2015	<ul style="list-style-type: none"> Principal Assistant Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Use ARIS Learn
- The Danielson Framework and *Advance* for teacher evaluations and student progress.
- Engaging in out of school PD, teacher team meetings during the weekly 80-minutes/75-minutes Professional Development.
- Use of NYC DOE resources available on *Advance*.
- Per Session for extended teacher team meetings for planning and professional development.

Part 5 – Budget and Resource Alignment

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

x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Citywide instructional funds will be scheduled in per session, instructional materials to support an increase in instructional to improve the effectiveness of instruction.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Specify a timeframe for mid-point progress monitoring activities.

By February 2015, 100% of the pedagogical staff will complete a survey identifying the professional development received thus far and analyze its effectiveness in meeting their professional goal.

Part 6b. Complete in **February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?	<input type="checkbox"/>	Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths as per Quality Review 2013-2014:

School leaders communicate high expectations and systems of accountability aligned to the Danielson Framework for Teaching to support adult learning, partners with families to support and prepare students for the next level. (3.4) The principal is very strong in articulating high expectations for all members of the school faculty and staff through regular faculty conferences, principal communications, and individual and team discussions to strategically establish a culture for learning. Professional development for all members of the faculty, including supervisors, teachers, and support staff continually raises the level of work expected by adults to support the school’s expectations.

The school began the school year by offering professional development on the Citywide Instructional Expectations (CIE), including Measurement of Student Learning (MOSL), and the Danielson Framework further developing a common language to describe the characteristics of highly effective instruction. For instance, supervisors established structures for teachers to reflect on the Danielson Framework to create goals for improvement, focus the lens of classroom observations, and develop additional professional development opportunities to further ensure accountability for those expectations.

Moreover, the school’s faculty receives comprehensive support in building pedagogic skill around questioning, use of technology in the classroom to support learning, and vocabulary development to expand teachers’ capacity in fostering a learning environment that inspire students to set high expectations for their learning. In addition, conference notes, unit and lesson plans, supervisor feedback, and student work products all demonstrate how the school’s culture promote a belief that regardless of students’ academic level, the school is committed to support them in moving forward. Furthermore, the principal continuously communicates school goals and expectations through weekly highlights and e-mails, thus increasing efforts to support those expectations. Also, teachers report that they trust the principal as an instructional leader and value the feedback received. As a result, the school is a professional community that mutually accounts to elevate instructional practice and student outcomes

Needs:

Based on the 2013 – 2014 ELA and Math NYS Common Core Assessments for all grades (6-8) 40% of students achieved proficiency at Levels 3 and 4 and 19% of students achieved proficiency at Levels 3 and 4, respectively.

Based on the ADVACE data reports, 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.

Informed by Capacity Framework Element – Effective School Leadership, ADVANCE reports, and data there is a need to continue with targeted observations and feedback in effort to shift teacher practice to ensure higher order questioning and rigorous discussion techniques resulting in high student engagement of activities/tasks.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, at least 90% of pedagogues will demonstrate an increased understanding of instructional excellence observed and measured by increased levels of proficiency in Danielson’s Framework, components 3b (Using Questioning and Discussion Techniques) and 3c (Engaging Students in Learning).

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust</p>	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Administrators and elected parent will periodically review and adjust if necessary the SCEP goals and action plans to connect and achieve the mission and vision of the school.</p>	<p>Staff Teachers Parents</p>	<p>November 2014 December 2014 February 2015 June 2015</p>	<ul style="list-style-type: none"> ● SLT Chair ● Principal
<p>Administrators will work collaboratively with DOE Instructional Support Staff/Coach (Network, Central, and Middle School Quality Initiative- MSQI) to develop short cycles of action plans for groups of pedagogical staff throughout the school year.</p>	<p>All Teachers</p>	<p>September 2014 – June 2015</p>	<ul style="list-style-type: none"> ● Principal ● Assistant Principal
<p>Administrators will be assigned to specific departments and meet throughout the year to support instruction.</p>	<p>All Teachers</p>	<p>September 2014 – June 2015</p>	<ul style="list-style-type: none"> ● Principal ● Assistant Principal
<p>Administration will develop and implement an observation schedule based on the teacher’s selection and utilize the findings and evidence to adjust the professional development plan accordingly.</p>	<p>All Teachers</p>	<p>September 2014 – June 2015</p>	<ul style="list-style-type: none"> ● Principal ● Assistant Principal
<p>Administrators will monitor and provide feedback via learning walks, and peer-intervisitations.</p>	<p>All Teachers</p>	<p>September 2014 – 2015</p>	<ul style="list-style-type: none"> ● Principal ● Assistant Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- MS 340 Teacher Professional Development Survey
- Network Support Staff, Central Support Staff, MSQI Support Staff
- Use of DOE Professional Development resources available on *ADVANCE*.
- MS 340 Observation Schedule
- MS 340 Professional Development Plan

Part 5 – Budget and Resource Alignment

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

x	Tax Levy	x	Title I Basic		Title IIA		Title III	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Professional Development funds will be scheduled in per diem, per session, and professional materials to support the professional needs of the pedagogical staff in effort to enhance professional growth.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Specify a timeframe for mid-point progress monitoring activities.

By February 2015, 100% of the pedagogical staff will receive at least 3 cycles of targeted feedback and next steps based on observations and learning walks.

Part 6b. Complete in **February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?	<input type="checkbox"/>	Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths as per Quality Review 2013-2014:

Through monthly Parent Association Meetings and weekly workshops for parents focused on curricular topics, the school re-enforces school goals and provides parents with strategies to support their children. Parents report that they are very much aware of what students are learning in the classrooms and as a result, they are better equipped to help their children. Parents are active partners in the school’s efforts to develop students who are college and career ready through constant monitoring of their child’s progress. Parents view class grades on line, and receive progress reports three times a year in addition to report cards, enabling them to have a clear understanding of the progress being made by their children. During the parent meeting, parents also expressed that they are true partners with the school in meeting the needs of their children. School leaders, teachers, students, and families create a true partnership in holding every student to high standards and ensure that each has a clear path toward achieving their learning goals.

Furthermore, the Parent Teacher Association (PTA) purchased CCLS test sophistication and comprehensive books to further inform families about the CCLS and new accountability measures, thus creating opportunities for parents and teachers to participate in discussions about the school’s expectations. Career and college readiness is also at the forefront of every communication and is aligned to the various initiatives provided to students and families to support academic achievement. For example, the school schedules career day, alumni day, community service, and internships to expose students to real world experiences that foster essential skills such as the organization necessary for being successful in college and beyond. As a result, an increased number of students are registering for high school level classes, preparatory courses for specialized high schools, and extended day activities to support their preparation for the next level.

Needs:

- An analysis of the School’s Quality Snapshot 2013-2014 has revealed that 40% of students met proficiency by scoring at Levels 3 and 4 on the NYS Common Core 2014 ELA and 19% of students met proficiency by scoring at Levels 3 and 4 on the NYS Common Core Math. This data reflects a decline in student growth in Math but an increase in student growth when compared to the NYS 2013 Assessments for all grades.

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.

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. As a result, the school's plan to host several parent-teacher workshops surround the NYS Common Core Standards as well as invite parents to actively participate in the Winter 2015 Saturday Academy which will focus on test preparation for both ELA and Math.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, parents, with the support of the SLT and Parent Coordinator, will show a 10% increase in attendance at planned events and community activities as measured by attendance logs.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Members of the learning community: PTA, SLT, Parent Coordinator, and the entire MS 340 will work collaboratively together to increase community involvement and awareness via monthly calendars, meetings agendas and minutes, and parent/staff workshops and events.	Staff Parents Teachers	September 2014 – June 2015	● Parent Coordinator
During scheduled meetings, parents and staff will brainstorm ideas and a plan of action for the 2014-2015 academic school year, which will include workshops, and activities that will provide awareness of how students' academics can be supported within the classroom and at home.	Staff Parents Teachers	September 2014 – June 2015	● Parent Coordinator
Organize college and career-readiness seminars with various community colleges to learn about various programs and resources.	Staff Parents Teachers	May 2015	● Guidance Counselor
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.	Staff Parents Teachers	September 2014 – June 2015	● Guidance Counselor
Work collaboratively to plan school wide events such as the Breast Cancer Walk, dances, celebrations, etc.	Staff Parents	September 2014 –	● Teacher

	Teachers	June 2015	
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Monthly Calendars
- MS 340 Website
- Flyers
- Programmed Schedules

Part 5 – Budget and Resource Alignment

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

x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Fundraising by PTA and Community Grant (Bloomberg) will be utilized to coordinate school wide events.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Specify a timeframe for mid-point progress monitoring activities.

By February 2015, parent attendance at monthly school meetings and events will increase by 10% as measured by attendance logs.

Part 6b. Complete in **February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?	<input type="checkbox"/>	Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	DRP Screening	Wilson/Just Words Close Reading Light Sail Scholastic Word Generation which utilizes Interdisciplinary Topics of Inquiry	Small Group Tutoring	During School Day Afterschool
Mathematics	Bottom One-Third (based on 2014 NYS Math Assessment)	Tutoring Word Generation	Small Group	School Day
Science	Teach Observations Assessments/Task	Targeted Support During Instruction Word Generation	One-to-One Small Group	During School Day (Classroom)
Social Studies	Teach Observations Assessments/Task	Targeted Support During Instruction Word Generation	One-to-One Small Group	During School Day (Classroom)
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher Referrals	Counseling Intervention Counseling Games/ Activities	Small Group One-On-One	School Day

Section 7: Title I Program Information

Directions:

All schools must indicate their Title I status in Part 1

All elements of the *All Title I Schools* section must be completed in Part 2

All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3

All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4

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

For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

x	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

- Conduct pre-interview questions at schedule Job Fairs surrounding the instructional elements of lesson planning, effective questioning, differentiated instruction, teaching the gifted student, and parental involvement.
- Demonstration lessons will be conducted in order to evaluate new teachers' ability to frame and execute effective questions.
- Examination of professional portfolios.
- Referrals and resumes will be reviewed carefully to ensure that state certification requirements are met.
- Develop interview questions that will address the issue of effective classroom management techniques.
- The use of researched based framework for enhancing professional practice will be used in short frequent cycles of classroom observation.
- Provide recommendations to DOE's professional opportunities for certification in teaching the gifted and talented student population.
- New teachers will be informed of New Teacher Mentoring Program as well as support from School Instructional Team.

2b. 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).

- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidenced-based applicable feedback to ensure that teachers know what effective teaching looks like.
- Examination of professional portfolios.
- Teachers will be encouraged to use online HOUSSE to demonstrate mastery of content.

- New teachers will work collaboratively to align various content areas.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

- UFT Chair and Principal selected member to form the MOSL Committee in June 2014.
- MOSL Committee members attended DOE School Team training to support ADVANCE Implementation for 2014-2015.
- Teacher teams met to analyze and plan instruction based on the results of the 2013 – 2014 MOSL results.
- Data analysis of the MOSL results was utilized to create and plan for the implementation of the 2014-2015 instructional focus.
- MOSL Committee met to discuss the State Measures and Local Measures.
- MOSL Committee discussed the benefits and drawbacks of each option for the Local Measures based on training and teacher team discussion.
- MOSL Committee made a recommendation to the principal.
- MOSL Committee members presented State and Local Measures to teacher teams.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for

the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$181,167	X	10 – 20
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	1,126,144	X	10 – 20

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education

designed to meet their individual needs.

- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

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

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

MS 340 North Star Academy Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. MS 340 North Star Academy, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. MS 340 North Star Academy will support parents and families of Title I students by:

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

MS 340 North Star Academy School-Parent Compact (SPC)

MS 340 North Star Academy, 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 17	Borough Brooklyn	School Number 340
School Name MS 340 North Star Academy		

B. Language Allocation Policy Team Composition [i](#) 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 Jean P. Williams	Assistant Principal Tamara M. Johnson
Coach N/A	Coach N/A
ESL Teacher Deborah Ouderkirk	Guidance Counselor Christine McLeod
Teacher/Subject Area Phillip Brown/Special Ed.	Parent type here
Teacher/Subject Area N/A	Parent Coordinator Marvin Thomas
Related Service Provider (Speech)	Other N/A
Network Leader(Only if working with the LAP team) N/A	Other N/A

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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							0	0	0					0
Dual Language <small>(50%:50%)</small>							0	0	0					0
Freestanding ESL														
Push-in							0	0	0					0
Pull-out							0	0	1					1
Total	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	1	0	1	0	0	0	0	0	0	1
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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
TOTAL	0	0	0	0	0	0	0	0	1	0	0	0	0	1

*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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section 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
TOTAL	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
Intermediate(I)								1						1
Advanced (A)														0
Total	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/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- 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 [AMAQ 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:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

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.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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

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

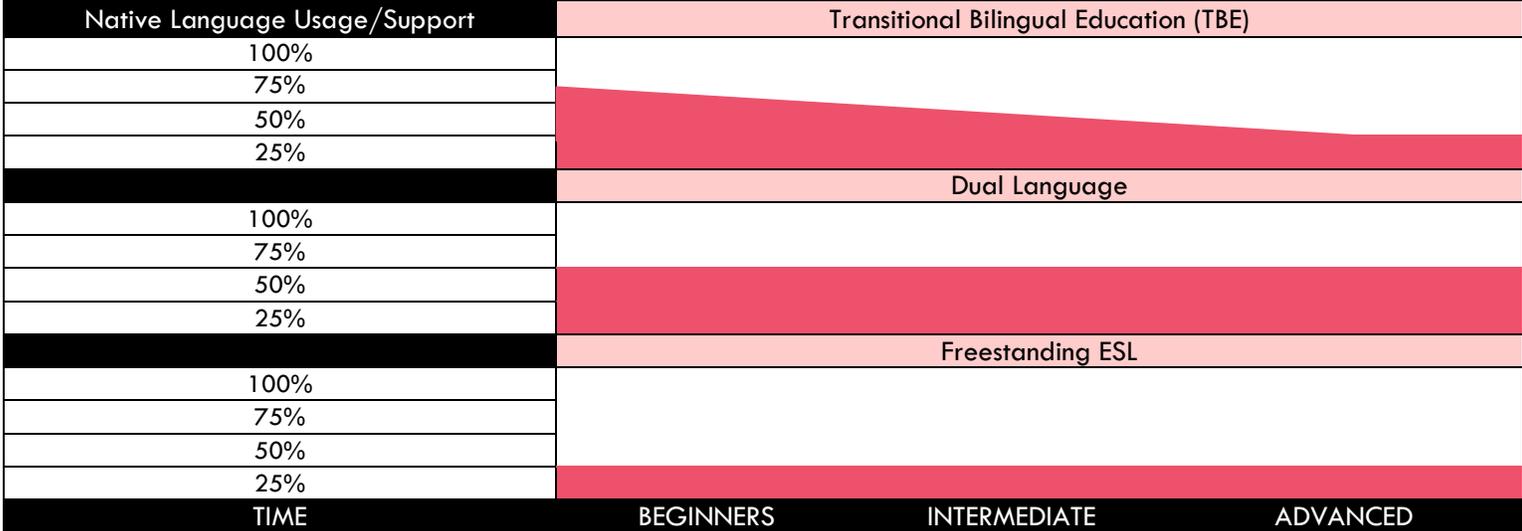
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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