

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**School Name:**                       **I.S. 340**

**Principal:**                             **JEAN WILLIAMS**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Middle School School Number (DBN): 17K340  
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@schoolnys.nyc.gov  
Principal: Jean Williams  
UFT Chapter Leader: Phillip Brown  
Parents' Association President: Kristal Ferguson  
SLT Chairperson: Mei Li  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Carlene Barton  
Student Representative(s): N/A

**District Information**

District: 17 Superintendent: Clarence Ellis  
Superintendent's Office Address: 1224 Park Avenue, Room 130 Brooklyn, NY 11213  
Superintendent's Email Address: Cellis3@schools.nyc.gov  
Phone Number: 718-221-4372 Fax: 718-221-4326

**Borough Field Support Center (BFSC)**

BFSC: South Director: Cheryl Watson-Harris  
Director's Office Address: 415 89<sup>th</sup> Street, Room 409 Brooklyn, NY 11209  
Director's Email Address: Cwatson21@schools.nyc.gov  
Phone Number: N/A Fax: 718-630-1634

## 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 that they have been consulted with 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:**

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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	
Kristal Ferguson	*PA/PTA President or Designated Co-President	
Jason Waters	DC 37 Representative (staff), if applicable	
Carlene Barton	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Crystal Barton	Member/Recording Secretary/Parent	
Tashie Sloley	Member/Treasurer/Parent	
Rosana West	Member/Parent	
	Member/	
Mei Li	Member/Teacher	
Marjorie Richards	Member/Teacher	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Middle School 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 82.76% Black, 12.81% Hispanic, 0.99% White, 1.97% Asian, and 1.48% American Indian or Alaskan Native students. The student body includes 0.99% English Language Learners and 7.39% Special Education students. Boys account for 41.87% of the students enrolled and girls account for 58.13%. 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 life long learners. Working collaboratively, we will support each other 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:

- Honor Society (ARISTA)
- Student Government
- Yearbook Club
- 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 Middle School Quality Initiative (MSQI) ExTRA (Enrichment Activities) 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 awarded the opportunity to use the library’s private collection of artifacts to complete researched-based projects focusing on the Brooklyn Borough.
- Brooklyn Botanical Garden, “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.

### **Accomplishments**

In 2014-2015, MS 340 North Star Academy was selected to serve as a Showcase School with a focus on 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 program is designed to assist with redesigning schools in an effort to improve student outcomes and equip our children to graduate from high school, college and career ready. Our school was recognized for its efforts in upholding the core Pillars of MSQI ExTRA in efforts to strengthen literacy instruction.

Throughout the 2014-2015 school year, MS 340 was visited by various DOE constituents (teachers, administration, Network Support, etc.) to witness first hand the action behind premise upon which MSQI ExTRA was built.

Each school teams with a strong youth-serving community organization like University Settlement to offer a well-rounded learning day. Students have more time to:

- o Master core academics, apply knowledge, and get tutoring
- o Discover their talents through arts, technology and other activities geared to their needs and interests

o Develop social and interpersonal skills

The After School Corporation (TASC) developed the ExpandED framework following many years of promoting the benefits of high-quality after-school programming and community-school partnerships. We learned that the strongest programs – those that consistently produce the most significant outcomes – were those when the school and community team were most integrated. The MS 340 team through their partnership with University Settlement, epitomizes this work.

### **Strengths and Challenges**

According to the results of the New York State Common Core English Language Arts and Math Assessments, 39% of the students achieved proficiency levels 3 and 4 and 26% 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 2015-2016 is:

A School wide effort at MS 340 to have all students show measurable 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 Measures Of Student Learning, Word Generation, Writing Portfolios, school wide, city, and state mandated assessments.

While ever 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.

## 17K340 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	200	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	4
Types and Number of Special Classes (2014-15)					
# Visual Arts	9	# Music	10	# Drama	N/A
# Foreign Language	15	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	81.3%	% Attendance Rate			94.3%
% Free Lunch	83.2%	% Reduced Lunch			6.3%
% Limited English Proficient	0.5%	% Students with Disabilities			6.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American			87.5%
% Hispanic or Latino	10.1%	% Asian or Native Hawaiian/Pacific Islander			1.0%
% White	1.0%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	8.17	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			3.46
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	39.8%	Mathematics Performance at levels 3 & 4			19.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			51.2%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			97.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.

Based on the NYS Common Core 2015 ELA scores for all grades (6-8) 39% of students met proficiency by scoring at Levels 3 and 4. This data reflects an downward trend when compared to 41% from the NYS 2013 ELA scores for all grades. Based on the NYS Common Core 2015 Math scores for all grades (6-8) 26% of students met proficiency by scoring at Levels 3 and 4. This data reflects an upward trend when compared to 18% from 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 80% of core subject teachers will work collectively to a create school-wide protocol for analyzing and monitoring student progress as evidenced by the research-based medical model to academic intervention. Students' progress will be measured using the following data sources, Unit Assessments, NYC Periodic Assessments and NYC Performance Tasks.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>All teachers will be introduced to medical model for inquiry and intervention by researcher/author Dr. D. Lamb.</p>	<p>Core Subject Teachers</p>	<p>October 2015</p>	<p>Administration, Teachers</p>
<p>Teacher Teams will meet on a weekly basis to analyze the results of the 2015 NYS ELA &amp; Math Common Core Assessment and the Beginning of Year (BOY) Measures Of Student Learning (MOSL) Assessment in search for trends.</p>	<p>Core Subject Teachers</p>	<p>November 2015 – January 2016</p>	<p>Administration, Core Subject Teachers</p>
<p>Teacher teams will prioritize the trends and pick a skill to focus on for an 8-week cycle.</p>	<p>Core Subject Teachers</p>	<p>January 2016</p>	<p>Administration, Teacher Leaders, Core Subject Teachers</p>
<p>In effort to support students in their development of vocabulary, teachers, school-wide, will engage students in Word Generation (WG). WG is a supplementary curricular resource that offers a series of discussable dilemmas designed to promote students’ academic language and argumentation skills.</p>	<p>All Teachers</p>	<p>October - May 2016</p>	<p>Administration, Teachers</p>
<p>Teacher teams will become experts on the identified skill(s) by conducting research and identifying best practices for high-leverage student success.</p>	<p>Core Subject Teachers</p>	<p>February 2016 – March 2016</p>	<p>Administration, Lead Teachers, Core Subject Teachers</p>
<p>Teachers will implement strategies for teaching during instructional class time and device methods for monitoring student response to interventions. Teachers will conference with students to discuss student’s present level of performance, set academic goals, and provide strategies to support student learning.</p>	<p>Teachers</p>	<p>February 2016 – April 2016</p>	<p>Administration, Lead Teachers, Core Subject Teachers</p>
<p>At the end of the 8-week cycle, teacher teams will reconvene to assess the impact of the complete inquiry and intervention. Teacher team will use the MOSL Assessment and teacher observations/assessments to determine student impact as the NYS CC ELA Assessment results will not be available until September 2016.</p>	<p>Teachers</p>	<p>April 2016 – May 2016</p>	<p>Administration, Lead Teachers, Core Subject Teachers</p>
<p>Administration will conduct informal and formal observations as well as instructional walk through and provide feedback to</p>	<p>Teachers</p>	<p>February 2016 - May 2016</p>	<p>Administration, MSQI Instructional Coach</p>

teacher in a timely manner with a focus on the implemented strategies and its impact on teaching and learning.			
To support parents with understanding how to support their children with meeting the expectations of the Common Core Learning Standards (CCLS) as well as strategies for preparing for NYS Assessment in ELA & Math, during Saturday Academy sessions, parents will be invited to partake in the instructional sessions along side their children.	Students/Parents	January 2016 - March 2016	Administration, Teachers, Parent Coordinator

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• MSQI Instructional coach scheduled for bi-weekly visits to support improving teaching practice via classroom observations, feedback sessions, modeling, instructional planning, co-teaching.</li> <li>• 1 additional period weekly scheduled in teacher programs to allow for Teacher Team meeting.</li> <li>• 20 Per diem days to hire substitutes who will cover classes so teachers can engage in inter-visitations as well as intra-visitations to neighboring model schools.</li> <li>• Engaging in out of school PD, teacher team meetings during the weekly 80-minutes/75-minutes Professional Development.</li> <li>• Use of NYC DOE resources available on Schoolnet.</li> <li>• OPTS for student consumables and workshop materials.</li> <li>• Per Session for extended teacher team meetings and scoring of Measures Of Student Learning (MOSL) assessments.</li> <li>• School Program has been re-designed to allow for at least 1 strategic reading period weekly.</li> <li>• School Program has been re-designed to allow for grade 7 and grade 8 students to receive small group tutoring in ELA daily via our CBO tutors.</li> </ul>											
<b>Part 4b.</b> 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, there will be a 10% increase in the number of students scoring in Bands 3 and 4 as evidenced by the January CCLS Aligned Fall Benchmark Assessment.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based on the 2014-2015 School Survey Report, students and parents ranked our school trust at 89%. According to the survey, most students stated that they were able to identify at least one adult in the building they could confide in.

Informed by Capacity Framework Element – Supportive Environment and Online Occurrence Reporting System (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.

Despite the notion that most students in our school feel safe, we want to ensure all students feel safe. In effort to further close the gap, we programmed 2 weekly small group sessions with the Guidance Counselor and a pedagogical staff. During this time the students explore strategies for or social-emotional development, college and career development, and academic support.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, students’ response to trust will increase by 3% as evidenced by the 2015-2016 School Survey Report.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></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</p>	<p>September 2015 – June 2016</p>	<p>Administration, Guidance Counselor, Dean, 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>Administration, Dean, Guidance Counselor, Teachers</p>
<p>At-risk students will receive weekly conduct sheets that will be monitored by students, parents, and staff.</p>	<p>At-risk Students</p>	<p>October 2015 - June 2016</p>	<p>Administration, Dean, Guidance Counselor, Teachers</p>
<p>Student Support service Team (SSST) will meet monthly to discuss at-risks students and device a plan of action.</p>	<p>At Risk Students</p>	<p>September 2015 - June 2016</p>	<p>Administration, SSST Team Members, Parents</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>Administration, PBIS Team</p>
<p>PBIS Team will work collaboratively to provide the best behavioral supports for all students and maximize academic &amp; social achievement.</p>	<p>All Students</p>	<p>September 2014 – June 2015</p>	<p>Administration, PBIS Team</p>
<p>PBIS Team will 4 times to analyze the OORS report in comparison to last year’s data. Team will identify the “hot-spots” in the building and devise of plan of action for reducing the number of incidents in the classroom.</p>	<p>All Students</p>	<p>October 2015, January 2016, April 2016, June 2016</p>	<p>Administration, PBIS Team</p>
<p>We will fund additional per diem guidance counselors via Counseling In Schools in effort to support our students at risk.</p>	<p>At Risk Students/Parents</p>	<p>October 2015 - June 2015 (2x weekly)</p>	<p>Administration, Guidance Counselor,CBO</p>
<p>At least once a month (Tuesdays afternoons) one-on-one invitations will be sent to parents invited them to meet the teachers and guidance counselors to support the academic and social-emotional development of their child.</p>	<p>All Students</p>	<p>October 2015 - June 2015 (monthly)</p>	<p>Administration, Teachers, Guidance Counselor, Dean, Teachers, CBO</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- 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
- Funds to hire an additional Guidance Counselor (2 days per week) to support at risk/ non-mandated students

**Part 4b.** 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In January 2016, the PBIS team will review the Suspension Rate reports via OORS and Safety Meeting updates to compare the data to the similar time frame for 2014-2015 to determine if the number of incidents have increased or decreased and devise a plan of action/implementation.

By February 2016, all students will be asked to complete a mini-survey in which they will be asked to evaluate their advisory sessions. The feedback from the student surveys will provide us with information needed to determine if we are on track to achieving this goal.

**Part 5b.** In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and 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 professional.

Though teachers meet regularly to discuss students’ progress, a review of formal and informal observational data revealed that several teachers continue to struggle with the ability to implement effective strategies to address the needs of all students.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of the pedagogical staff will functioning teacher team meetings, which meet weekly to engage in activities surrounding data, including analyzing tasks, instructional practices, and student work as evidenced by meeting minutes and agendas.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Teacher teams will meet weekly during the school day (common planning) weekly engage in activities surrounding data.	All Teachers	September 2015 - June 2016	Administration, Teacher Leaders, Teachers
An identifies focus will drive the yearlong professional development plan that will be executed during the weekly 80-minutes and 75-minutes on Mondays and Tuesdays.	All Teachers	September 2015 – June 2016	Administration, Teachers
Teacher Ambassadors/Teacher Leaders will attend off-site professional development meetings and turnkey experience to colleagues.	Core Subject Teachers	September 2015 – June 2016	Administration, Teachers
Throughout the school year, pedagogical staff will have opportunities to attend off-site professional development based on interest and needs.	All Teachers	September 2015 – June 2016	Administration, Teachers
Instructional rounds and collaborative learning walks will be conducted as part of our on-going professional learning activities in effort to promote continuous pedagogical improvement.	All Teachers	November 2015 - June 2015 (monthly)	Administration, Teachers
In effort to foster strong family-community ties, all teachers are expected to post regularly with parents via Skedula, an online resource designed to communicate with families about the academic progress of their child.	All Teachers, Students, Parents	September 2015 - June 2016	Administration, Teachers
Supervisors will closely monitor daily lessons plans and unit plans to ensure that pacing is accurate as well to ensure they include questioning, multiple entry points, rigorous tasks/assignments, and differentiation to meet the needs of the students. teachers/teach Teams will receive feedback in a timely manner.	All Teachers	October 2015 - June 2015	Administration

#### **Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- DOE Professional Development resources such as ARIS Learn Videos, ADVANCE, MSQI Toolbox will be available for teacher use as needed.

- At least 20 Per diem days to hire substitutes who will cover the class of pedagogical staff attending off-site professional development

- Per Session for extended professional development beyond the scheduled time.

**Part 4b.** 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, at least 3 Unit Plans will be submitted and revised based on feedback from administration. Unit plans will include assessments and sample tasks/assignments that reflect the rigorous expectations of the CCLS.

By February 2016, at least 2 informal/informal observations will be completed by administration which includes feedback and next steps. The observation report from ADVANCE will inform decisions about next steps regarding supporting teacher team meeting agenda as we work towards meeting this goal.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5D – Framework for Great Schools 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 Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based on the 2015 ELA and Math NYS Common Core Assessments for all grades (6-8) 39% of students achieved proficiency at Levels 3 and 4 and 26% of students achieved proficiency at Levels 3 and 4, respectively.

Based on the 2013 – 2014 Quality Review (QR), our school received a “Developing” for QR indicator 2.2. The report states the following: “The school has effective practices in collecting and analyzing student assessment data to understand students’ academic strengths and areas of improvement in content and for different groups of students. [However], 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 ensure that all students engage in high levels of thinking and participation.”

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 rigor and access for all students.

Based on the ADVANCE 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. Despite the fact that effective practices have been put in practice for collecting and analyzing student assessment data, informal and formal observations reveal there is still a need for teachers to refine their ability to utilize data to “immediate” instructional changes during instructional time.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, at least 80% of pedagogues will receive an overall Effective HEDI Rating as a means to demonstrate a shared understanding of instructional excellence as measured by Danielson Framework, research based framework for enhancing professional practice as evidenced by the Annual Professional Performance Review (APPR).

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Administrators will manage and ensure that all SCEP goals and action plans connect to the mission and vision of the school.</p>	<p>SLT members</p>	<p>November 2015, February 2016, June 2016</p>	<p>Administration</p>
<p>Administrators will work collaboratively with DOE Instructional Support Staff/Coach (District, Central, and MSQI) to develop short cycles of action plans for groups of pedagogical staff throughout the school year.</p>	<p>All Teachers</p>	<p>October 2015 – June 2016 (monthly)</p>	<p>Administration, MSQI Coach</p>
<p>Administrators will be assigned to specific departments and meet throughout the year to support instruction.</p>	<p>All Teachers</p>	<p>October 2015 – June 2016</p>	<p>Administration, MSQI Coach</p>
<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>October 2015 – May 2016</p>	<p>Administration</p>
<p>To ensure parents are involved in the process of supporting their child's academic progress as it relates to meeting the rigorous expectations of the CCLS, teachers will communicate regularly with parents via Skedula. parents will have access to their child's profile which will include attendance, grades, assignments, and anecdotes. Students will also be able to view their progress via Skedula.</p>	<p>Students, Teachers, Parents</p>	<p>September 2015 - June 2016</p>	<p>Administration, Teachers, Parent Coordinator</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> <li>• Parent Coordinator</li> <li>• Use of DOE Professional Development resources available via ADVANCE .</li> <li>• MS 340 Observation Schedule</li> </ul>
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- MS 340 Professional Development Plan
- Family Engagement timed scheduled weekly (Tuesdays)

**Part 4b.** 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 100% of the pedagogical staff will have attended at least 1 off-site professional development as evidenced by Teacher Professional Development Plan.

By February 2016, 100% of pedagogical staff will receive at least 1 informal/formal observation with feedback as evidenced by the ADVANCE observation report.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

An analysis of the School’s Quality Snapshot 2013-2014 has revealed that the students’ performance levels in Math and ELA need to be improved. The school community has determined that increased parent involvement and parent awareness of college readiness can support students to be more engaged in their learning and have greater ownership and awareness of their progress towards college readiness.

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 school faculty and staff through regular faculty conferences, principal communications, and individual and team discussions to strategically establish a culture for learning.”

In effort to continue to improve parents understanding and involvement in their child’s academic progress we will continue to develop innovative ways to communicate with families about the high instructional expectations of all students. 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.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, parental involvement and outreach will improve via weekly communication through Skedula as evidenced by a 5% increase in our performance evidenced by the 2015-2016 School Survey Report.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>● <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>● <b>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).</b></li> <li>● <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Members of the learning community: PTA, School Leadership Team (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.	Parents, Students	September 2015 – June 2016 (monthly)	Administration, Teachers, Parent Leaders, Parent Coordinator, SLT
Organize college and career-readiness seminars with various community colleges to learn about various programs and resources.	Parents, Students	April 2016 - May 2016	Administration, Guidance Counselor, Parent Leaders, Parent Coordinator
During scheduled meetings, parents and staff will brainstorm ideas and a plan of action for the 2015-2016 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.	Parents, Students	November 2015 - June 2016	Administration, Guidance Counselor, Parent Leaders, Parent Coordinator, SLT
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.	Students	April 2016 - May 2016	Administration, Guidance Counselor
Parent coordinator will work with families to register with Skedula so they can monitor their child's academic progress.	Parents	September 2016 - February 2016	Administration, Parent Coordinator

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>● Funds to hire Parent Coordinator</li> <li>● Funds to provide stipend for SLT members.</li> <li>● Funds to purchase school website.</li> <li>● Funds to purchase subscription o Skedula (including on site training for Administration and Staff)</li> <li>● Funds to purchase materials and supplies for 2016 Career Day</li> </ul>

<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	<b>C4E</b>		<b>21<sup>st</sup> Century Grant</b>		<b>SIG/SIF</b>	X	<b>PTA Funded</b>	X	<b>In Kind</b>	X	<b>Other</b>

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By February 2016, parent attendance at monthly school meetings and events will increase by 10% as evidenced by attendance logs.</p> <p>By February 2016, 50% of parents will have registered and set up an account as evidenced by the usage report in Skedula.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

**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 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	DRP Screening	Wilson/Just Words	Small Group	School Day
		Close Reading	Tutoring	
<b>Mathematics</b>	Bottom One-Third (based on 2014 NYS Math Assessment)	Tutoring	Small Group  Tutoring	School Day
<b>Science</b>	DRP Screening	Wilson/Just Words	Small Group	School Day
		Close Reading	Tutoring	
<b>Social Studies</b>	DRP Screening	Wilson/Just Words	Small Group	School Day
		Close Reading	Tutoring	
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	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 section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

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

### 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.
<ul style="list-style-type: none"> <li>• Conduct pre-interview questions at schedule Job Fairs surrounding the instructional elements of lesson planning, effective questioning, differentiated instruction, teaching the gifted student, and parental involvement.</li> <li>• Demonstration lessons will be conducted in order to evaluate new teachers' ability to frame and execute effective questions.</li> <li>• Examination of professional portfolios.</li> <li>• Referrals and resumes will be reviewed carefully to ensure that state certification requirements are met.</li> <li>• Develop interview questions that will address the issue of effective classroom management techniques.</li> <li>• The use of researched based framework for enhancing professional practice will be used in short frequent cycles of classroom observation.</li> <li>• Provide recommendations to professional opportunities for certification in teaching the gifted and talented student population.</li> <li>• New teachers will be informed of New Teacher Mentoring Program as well as support from Instructional Team.</li> </ul>

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidenced-based applicable feedback to ensure that teachers know what effective teaching looks like.</li> <li>• Examination of professional portfolios.</li> </ul>

- Teachers will be encouraged to use online HOUSSE (High Objective Uniform State Standard of Evaluation) 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.

- United Federation Teacher (UFT) Chair and Principal selected member to form the MOSL (Measures of Student Learning) Committee in June 2015.
- Teacher teams met to analyze and plan instruction based on the results of the 2014 – 2015 MOSL results.
- Data analysis of the MOSL results was utilized to create and plan for the implementation of the 2015-2016 instructional focus.
- Measures of Student Learning (MOSL) Committee will meet to discuss the State Measures and Local Measures.
- MOSL Committee will discuss the benefits and drawbacks of each option for the Local Measures based on training and teacher team discussion.

- MOSL Committee will make a recommendation to the principal.
- MOSL Committee member will present 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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	163,192.00	x	10-20
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,286,880.00	x	10-20

#### <sup>1</sup>Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of 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.

<sup>2</sup>The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

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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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

### 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

**II. Parent/Guardian Responsibilities:**

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

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

### **III. Student Responsibilities:**

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

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**  
**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

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

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Jean Williams</b>	Assistant Principal <b>Tamara Johnson</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ENL (English as a New Language)/Bilingual Teacher <b>N/A</b>	School Counselor <b>Christine McLeod</b>
Teacher/Subject Area <b>L. Jean-Louis/French</b>	Parent <b>N/A</b>
Teacher/Subject Area <b>N/A</b>	Parent Coordinator <b>Candace Elliott</b>
Related-Service Provider <b>N/A</b>	Borough Field Support Center Staff Member <b>Soeurette Fougere</b>
Superintendent <b>Clarence Ellis</b>	Other (Name and Title) <b>N/A</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	0	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>204</b>	Total number of ELLs	<b>2</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>							0	0	0					0
<b>Dual Language</b>							0	0	0					0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	2	<b>Newcomers</b> (ELLs receiving service 0-3 years)		<b>ELL Students with Disabilities</b>	1
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	1	<b>Long-Term</b> (ELLs receiving service 7 or more years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>			0	0		0	0		0	0
<b>DL</b>			0	0		0	0		0	0
<b>ENL</b>			0	1		1	1		1	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE													0	0	0	0	0	0	0	0
SELECT ONE													0	0	0	0	0	0	0	0
SELECT ONE													0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages):  
0

Number of students who speak three or more languages: 0

**Freestanding English as a New 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							1							0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian								1						0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)														0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)														0
<b>Expanding</b> (Advanced)							1	1						0
<b>Commanding</b> (Proficient)							1							0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**FORMER ELLS BASED ON REVISED EXITING CRITERIA**

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total								1						0

**FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6					1				0
7	1								0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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 MOSL Assessments.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
In 2014 - 2015, two students were tested; one student tested out at the Commanding Proficiency Level. The other student attained Expanding Proficiency Level. While there are no data patterns evident across proficiency levels (because only two students 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.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Analysis of the data from the NYSESLAT, will help us make informed decisions with regard 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 reading and writing. Providing writing prompts as well as graphic organizers will help to organize thoughts. Also, the students 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. Students will learn to identify 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 the ELA Common Core Assessments, NYSESLAT, teacher-created assessments, self-reflections, small group/large group discussions, curriculum-based assessments, and NYC ELL Periodic Assessment.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.

c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

In 2014 - 2015, we had two students who tested; one of which tested out at the Commanding proficiency level. The other student attained Expanding proficiency level. That same students also obtained a level 1 proficiency on the ELA assessment. School Leadership programmed a Foreign Language teacher to provide pull-out services which focused on the following objectives:

- Students' ability to listen, speak, read, and write in English for literary response, enjoyment, and expression.
- Students' ability to listen, speak, read, and write in English for critical analysis and evaluation.
- Students' ability to listen, speak, read, and write in English for classroom and social interaction.
- Students' ability to demonstrate cross-cultural knowledge and understanding.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).

[Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?

To ensure students' new language development is considered in instructional decisions, the students received instruction that targets their linguistic needs, a certified Special Education teacher used ESL strategies to provide instruction gearing at increasing the students' literacy skills within the classroom.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

We evaluate the success of our programs for ELLs by analyzing the results of the NYSESLAT Periodic Assessments.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Currently students are admitted into our school via a screen and un-screen program. The Office of Student Enrollement process and place students at MS 340. We currently have 2 ELL students. M.S. 340 personnel understands the demands of the CR-Part 154 which requires that entitled ELLs are appropriately served and that the service is provided by a certified ESL teacher. However, during the 2013-2014 school year, the school experienced a Budget Deficit for the 2013-14 school year; hence a certified ESL could not be hired to serve the school's ELL students. The linguistic needs of the students were addressed by having the ELA and the Foreign Language teachers pull students for instruction during minor classes. Students also participated in afterschool programs aiming at developing literacy skills. Effort has been made to resolve the issue of having the entitled ELLs serviced by a certified ESL teacher. Both the ELA and the Foreign Language teachers have been encouraged to enroll in the Intensive Teacher Institute to obtain the TESOL certification. We also plan to acquire funding to hire either a certified ESL teacher who may be willing to work part-time, or an F-status certified ESL teacher, or a certified ESL teacher who can be shared with another neighborhood school.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

See #1

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Our school has one student who is identified as an ELL student. That student is in a SWD classroom (12:1).

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

See #1

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

See #1

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
**See #1**
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
**See #1**
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
**See #1**
9. Describe how your school ensures that placement parent notification letters are distributed.  
**See #1**
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
**See #1**
11. 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 whereby each day is dedicated to a specific modality of the test (usually recommended by our Network). The test is administered by a non-Service Provider teacher/administrator and scored by another teacher/administrator. Our school has 2 students identified as an ELL student; one of which is currently in a SWD classroom setting.**
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
**N/A**
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
**See #1**

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.  
**Currently the 2 students are pulled 3 times per week in an ungraded setting for ESL services. Aside from the pull-out services, the 2 students are placed in an age/grade appropriate educational setting. 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. English will be the language of instruction in the classroom and in the pull-out services. School-wide, students are heterogeneously grouped within each grade.**
  - b. TBE program. *If applicable.*  
**N/A**
  - c. DL program. *If applicable.*  
**N/A**
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

See #1

3. Describe how core content is delivered in each program model. 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 home 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. We provide instructional experiences that allow for the student to be evaluated in all four modalities of language acquisition.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status
    - Intensive English language development instruction teaching social and academic language in small group settings
    - Intensive literacy development
    - Integrated cultural activities
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.  
N/A
8. 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
9. How does your school use curricular, instructional, and scheduling flexibility to enable 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. The student participates in mainstream classes for Art, Music, and Physical Education. The literacy curriculum, Expeditionary Learning includes activities for ELL and IEP students. Teachers provide multiple entry points for students to access the curriculum in their content area.

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

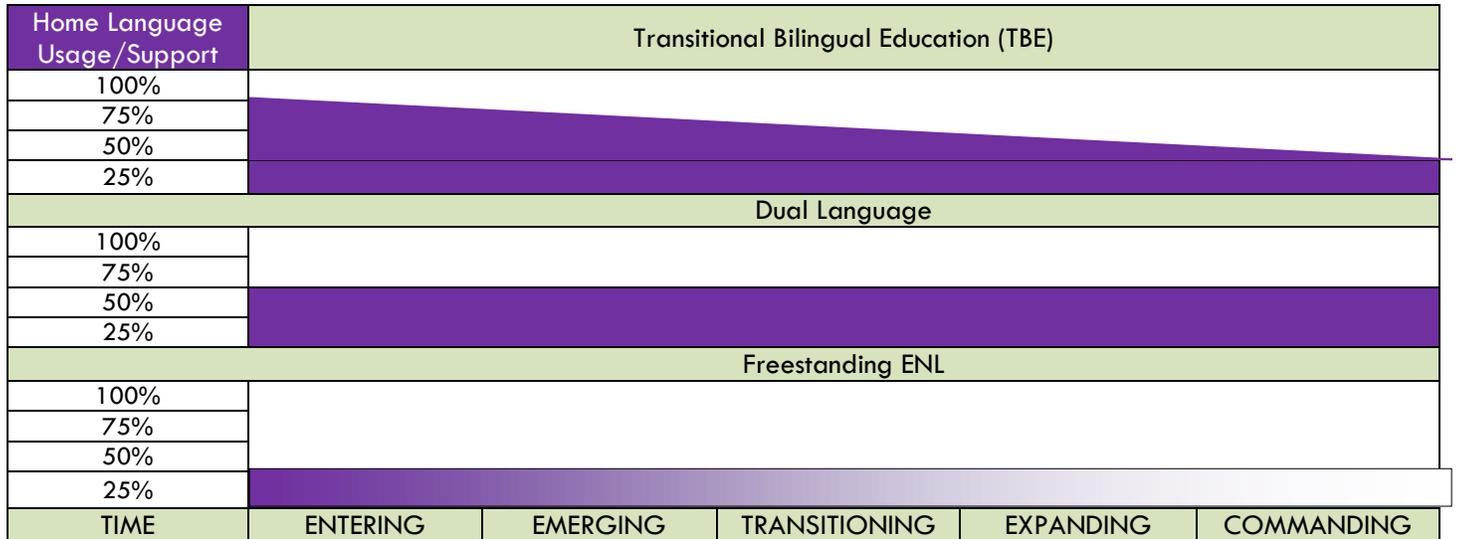


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. Students in need of intervention services receive small group instruction in ELA and Math. Students in need of ELA intervention receive services through researched-based intervention programs such as Wilson and Just Words. Students in need of Math intervention receive services through small-group instruction based on the results of data such as classroom assessments, Periodic Assessments, and NYS CC Assessments. ELL students also receive small group instruction on English Language instruction on students needs revealed in the NYSESLAT Periodic Assessment.
11. 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 effective since it focuses on the four modalities of language acquisition.
12. What new programs or improvements will be considered for the upcoming school year?  
Acquiring a certified ELL teacher.
13. What programs/services for ELLs will be discontinued and why?  
N/A
14. 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.
15. What instructional materials, including technology, are used to support ELLs? Include core 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 Foreign Language teacher uses Curriculum Associates NYSESLAT program to focus on the 4 key modalities of language acquisition.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Foreign Language teacher is able to speak the home language of the students. The teacher understands how the students' home language is similar to/different from English. Having that knowledge helps to provide extra support to students as they learn to comprehend, read, write, and speak English
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
The data from the Periodic Assessments and teacher observations is used to drive the instruction for the pull-out services.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
N/A
19. What language electives are offered to ELLs?  
French is the Foreign Language elective offered to all students.
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
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.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
See #1
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
N/A
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.  
N/A

## C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?  
N/A
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to ELL Policy Reference Guide, Parent Selection and Program Placement section.  
N/A
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
  - Interpretator serices are made available to parents.
  - School-wide Multicultural Day celebration
  - Parent letters are available in preferred home language.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
N/A
5. How do you evaluate the needs of the parents?
  - Parent questionnaire
6. How do your parental involvement activities address the needs of the parents?
  - PTA Meetings
  - SLT Meetings
  - Parent Workshops
  - Family Orientations/Curriculum Night

## D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight 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: **MS 340 North Star Academy**

School DBN: **17K340**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
J. Williams	Principal		9/25/15
T. Johnson	Assistant Principal		9/25/15
C. Elliott	Parent Coordinator		9/25/15
L. Jean-Louis	ENL/Bilingual Teacher		9/25/15
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
C. McLeod	School Counselor		9/25/15
C. Ellis	Superintendent		9/25/15
S. Fougere	Borough Field Support Center Staff Member _____		9/25/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

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

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

---

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Based on the information (parent's preferred language section) indicated on the Blue Emergency Contact Cards parents prefer to receive information and documentation in the following languages 98% English and 2% Spanish.

### Part B: Creating a Communications Calendar

---

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The LAC 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 LAC via email (PDF format) within 2 weeks.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

If the parent's preferred language is French/Haitian-Creole, we will program for our fluent French Teacher to to serve as the interpreter. If any other language is preferred, we would have our LAC contact Translation and Interpretation services as needed via phone. The specific language interpreter is requested and services are rendered.

### **Part C: Providing Language Assistance Services**

---

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

- “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 LAC, the school designee who oversees making the arrangements for translation and interpretation services with Translation and Interpretation Unit.
- School has a procedure for ensuring that important documents are translated and sent home.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Interpretations services will be provided by onver-the-phone interpreters via the Translation and Interpretation Unit is the language requested is other than Haitian-Creole and French.

## Part D: Training Staff on Policies and Procedures

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Administration along side LAC will ensure staff is aware of how to use translation services and the over-the-phone interpretation service. staff members will also receive an T&I brochure to keep for future reference.

## Part E: Providing Notice of Language Assistance Services

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

## Part F: Monitoring and Quality Control

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

- Parent Survey