2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 17K340
School Name: I.S. 340
Principal: TAMARA JOHNSON
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Middle School
School Number (DBN): 17K340
BEDS Code: 331700010340
Grades Served: 6-8
School Address: 227 Sterling Place Brooklyn, NY 11238
Phone Number: 718-857-5516
Fax: 718-230-5479
School Contact Person: Tamara Johnson
Email Address: tjohnson30@schoolnys.nyc.gov
Principal: Tamara Johnson
UFT Chapter Leader: Phillip Brown
Parents’ Association President: Natasha Harris
SLT Chairperson: Phillip Brown
Title I Parent Representative (or Parent Advisory Council Chairperson): Janice Hinds
Student Representative(s): N/A
CBO Representative: Lauren Bernard

District Information

Geographical 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

Field Support Center (FSC)
<table>
<thead>
<tr>
<th>FSC:</th>
<th>South</th>
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<tbody>
<tr>
<td>Executive Director:</td>
<td>MauriciereDeGovia</td>
</tr>
<tr>
<td>415 89th Street, Room 409 Brooklyn, NY 11209</td>
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<tr>
<th>Executive Director’s Office Address:</th>
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<tr>
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<tr>
<th>Executive Director’s Email Address:</th>
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<tr>
<td><a href="mailto:MDegovi@schools.nyc.gov">MDegovi@schools.nyc.gov</a></td>
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<table>
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<tr>
<th>Phone Number:</th>
<th>718-759-4862</th>
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<th>Fax:</th>
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<td>718-630-1634</td>
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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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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</thead>
<tbody>
<tr>
<td>Tamara Johnson</td>
<td>*Principal or Designee</td>
<td></td>
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<tr>
<td>Phillip Brown</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Natasha Harris</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
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<tr>
<td>Jason Waters</td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>Janice Hinds</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<tr>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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</tr>
<tr>
<td>Lauren Bernard</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Gemima Phillips</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Danette Lipscomb</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Kadian Stewart</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
<td></td>
<td>Member/Parent</td>
<td></td>
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<td></td>
<td>Recording Secretary</td>
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<tr>
<td>Marjorie Richards</td>
<td>Member/Teacher</td>
<td></td>
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<tr>
<td>Barbara Christopher</td>
<td>Member/Teacher</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

**Equity and Excellence for All: Diversity in New York City Public Schools**

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

**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 five 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.

### The Six Elements of the Framework for Great Schools

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
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<tbody>
<tr>
<td>Rigorous Instruction</td>
<td>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.</td>
</tr>
<tr>
<td>Supportive Environment</td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<tr>
<td>Collaborative Teachers</td>
<td>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.</td>
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<tr>
<td>Effective School Leadership</td>
<td>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.</td>
</tr>
<tr>
<td>Strong Family-Community Ties</td>
<td>School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td>Trust</td>
<td>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.</td>
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### 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td><strong>Mission</strong></td>
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<tr>
<td>As a school community, we are committed to</td>
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<tr>
<td>the development of the whole child:</td>
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<tr>
<td>intellectually and academically,</td>
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<tr>
<td>personally and socially, physically and</td>
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<tr>
<td>emotionally. We believe that all students</td>
</tr>
<tr>
<td>can achieve their full potential with</td>
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the support of the school and their parents. In working collaboratively, we can ensure that value is added to all students so that they achieve at high levels and develop as individuals.

**Vision**

We see our school as a place where all members of our school community are lifelong learners. 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 to create a learning environment where there is effective teaching and learning to improve achievement for all students.

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2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

North Star Academy is a small community middle school (grades 6 – 8) with 207 scholars from 6 through grade 8. The school population comprise of 73.43% Black, 19.81% Hispanic, 2.9% American Indian or Alaskan Native, 1.45% White, 0.97% Multi-Racial, and 0.48% Native Hawaiian or Other Pacific Islander scholars. Males account for 57% of scholars enrolled and females account for 43%. The average attendance rate for the school year 2017-2018 was 93.1%

The development of literacy skills in our scholars are embedded across content areas to ensure that scholars are prepared to meet the demands of the common core standards. Across the content areas, scholars engaged in reading and writing tasks that require thinking critically, to state claims and defend them with text based evidence, exposed to complex texts, and engage in discussions with their peers to explore concepts. In addition to developing scholars' academic ability we are also committed to empowering more resilient and engaged scholars who can positively contribute the community.

As a school community, we work collaboratively to create a safe learning environment that is welcoming and respectful of all members. Our advisory program is delivered to all students and addresses topics that will help students develop positive habits, healthy relationships, prepare for high school and beyond, and explore issues that impact our society. Trained pedagogues utilize Restorative Practices, a framework for building community and for responding to challenging behavior through authentic dialogue.

North Star Academy partners with the Urban Advantage program, a collaboration between DOE schools and major science institutions throughout the city (American Museum of Natural History, NY Hall of Science, Botanical Garden, Bronx Zoo, Staten Island Zoo). Through this partnerships, teachers are able to engage in professional development at these institutions which allow them to utilize the various institutions as a way to connect classroom learning to real world examples.

In addition, our partnership with University Settlement allows us the opportunity to host a comprehensive extend learning program. Program offerings include the areas of athletics, performing arts, visual arts, academic support and enrichment, technology and STEM education. Our extensive after school program provide scholars with opportunities to experience rich extracurricular activities.

We are staffed with administrators, support staff, and dedicated teachers who are committed to the quality education of our scholars. All teachers are certified in their areas of expertise and work diligently to ensure that each scholar in the classroom is learning. They maintain regular contact with the home to keep families informed of how their children are progressing, and make themselves available during weekly parent engagement sessions for parent conferences.
We welcome parent participation and active involvement in the daily activities. We have various means for which parents can become involved via the Parent Teacher Association, School Leadership Team, and Parent Volunteerism, and other parent committees.

Students attending North Star Academy have an opportunity to participate in the following enrichment activities:

- Elective Courses
- Student Government
- Yearbook Club
- Girls Empowerment Movement (GEM) Program
- CHAMPS Fitness and Sports Programs: Flag Football, Flag Rugby, Boys Basketball

3. Describe any special student populations and what their specific needs are.

The student body includes 2.9% English Language Learners. We currently have three ICT classes (one on each grade) and one Self-contained 6-8 Bridge Class. The total number of students with Individualized Education Plans (IEP) is 45, which represents 21.74% of student population. Of the students with IEPs:

- 11.11% receive Related Services only
- 31.11% receive partial Special Education classroom services
- 31.11% receive mostly Special Education classroom services
- 11.11% receive Integrated Co-Teaching (ICT) classes
- 15.56% received Self-Contained services

4. Identify 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.

Progress

According to the results of the 2017 New York State Common Core English Language Arts and Math Assessments, 33.5% of the students achieved proficiency levels 3 and 4 (1% increase) and 21% of the students achieved proficiency levels 3 and 4 (3.6% increase), respectively.

While we demonstrated an increase in both ELA and Math, we are not where we would like to be. Therefore it was concluded that the instructional focus for this academic school year would be developing authentic tasks and looking closely at data to drive our instructional decisions. Hence, our instructional focus is:

All students will graduate from MS 340 with a clear vision about their college and career readiness goals as they work toward planning a future as a productive adult. Instruction is designed to meet students’ individual instructional needs. All students will be exposed to a wide range and volume of reading and writing strategies which will help students strengthen their level of critical thinking to help them analyze the world they live in, their role, as well as how they handle struggle productively. MS 340 will create a tri-fold partnership in which we provide opportunities for families to understand literacy success, how their children are progressing, which will result in skills and strategies to best support their children.

For the 2018-2019 academic year, we have two key areas of focus: Supportive Environment and Collaborative Teachers.
We are putting various systems into place that will support scholars social-emotional development. Some practices include but are not limited to the implementation of the STAR (Standing Together Around Respect) team, Beyond Differences initiative, Restorative Practices, and the PBIS Pay check Incentive Program. These initiatives will promote a positive school climate and school culture that will lead to student achievement.

As for teacher teams, we are committed to developing effective team structures, such as using protocols to help guide the group work and provide a consistent framework, utilizing meeting norms that are agreed upon and clear, and meeting agendas that are relative, purposeful, and understood. The work of our teacher teams will focus on looking at student work, data analysis, and lesson planning as a means to improve instructional and professional practice.
## School Demographics and Accountability Snapshot for 17K340

### School Configuration (2018-19)
- Grade Configuration: 06,07,08
- Total Enrollment (2017-18): 224
- SIG Recipient (Y/N): No

### English Language Learner Programs (2018-19)
- Transitional Bilingual: N/A
- Dual Language: N/A
- Self-Contained English as a Second Language: N/A

### Special Education Programs/Number of Students (2015-16)
- # Special Classes (ELA): 11
- # SETSS (ELA): 18
- # Integrated Collaborative Teaching (ELA): 10
- # Special Classes (Math): 11
- # SETSS (Math): 16
- # Integrated Collaborative Teaching (Math): 10

### # Visual Arts
- # Music: 11
- # Dance: #
- # CTE: #

### School Composition (2017-18)
- % Title I Population: 79.0%
- % Attendance Rate: 93.1%
- % Free Lunch: 71.9%
- % Reduced Lunch: 6.7%
- % Limited English Proficient: 0.4%
- % Students with Disabilities: 21.4%

### Racial/Ethnic Origin (2017-18)
- % American Indian or Alaska Native: 1.8%
- % Black or African American: 78.1%
- % Hispanic or Latino: 17.0%
- % Asian or Native Hawaiian/Pacific Islander: 0.9%
- % White: 0.9%
- % Multi-Racial: 3.1%

### Personnel (2015-16)
- Years Principal Assigned to School: 0.71
- # of Assistant Principals: 2
- % of Teachers with No Valid Teaching Certificate: 21%
- % Teaching Out of Certification: 29%
- % Teaching with Fewer Than 3 Years of Experience: 21%
- Average Teacher Absences: 7

### Student Performance for Elementary and Middle Schools (2017-18)
- ELA Performance at levels 3 & 4: 50.0%
- Mathematics Performance at levels 3 & 4: 36.2%
- Science Performance at levels 3 & 4 (4th Grade): N/A
- Science Performance at levels 3 & 4 (8th Grade): 46%

### Student Performance for High Schools (2016-17)
- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- Global History Performance at levels 3 & 4: N/A
- US History Performance at Levels 3 & 4: N/A
- 4 Year Graduation Rate: N/A
- 6 Year Graduation Rate (2011 Cohort): N/A
- % ELA/Math Aspirational Performance Measures (2015-16): N/A

### Overall NYSED Accountability Status (2018-19)
- Reward: No Recognition
- In Good Standing: Yes
- Local Assistance Plan: N/A
- Focus District: Yes
- Focus School Identified by a Focus District: No
- Priority School: No
- Focus Subgroups: N/A

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)
#### Elementary/Middle School
- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - White: N/A
  - Students with Disabilities: YSH
  - Economically Disadvantaged: YES
  - Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
    - American Indian or Alaska Native: N/A
    - Hispanic or Latino: YES
    - White: N/A
    - Students with Disabilities: YSH
    - Economically Disadvantaged: YES
  - Met Adequate Yearly Progress (AYP) in Science (2016-17):
    - American Indian or Alaska Native: N/A
    - Hispanic or Latino: N/A
    - White: N/A
    - Students with Disabilities: N/A
    - Economically Disadvantaged: N/A

#### High School
- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
- Met Adequate Yearly Progress (AYP) in Graduation (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

2018-19 CEP
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Strengths:

- Progress across all levels on New York State ELA and Math Assessments.
- More than 70% passing rate from Grade 8 scholars on June 2018 Regents in Algebra, Living Environment, and U.S. History & Government.
- Strategic scaffolds and extensions consistently engage students in appropriately challenging tasks. Student work products and discussions reflect high levels of student thinking, and sometimes, ownership of learning as noted by an area of celebration and a Proficient on the 2017-2018 Quality Review for Pedagogy (1.2)
- Collaboratively developed standards based unit plans and assessments across departments as noted by a Proficient on the 2017-2018 Quality Review for Curriculum (1.1)

Needs:

- Improved rate of progress for level 1 and 2 scholars, SWD, and ELLs on New York State ELA and Math Assessments.
- Improved rate of DRP reading growth for most at risk scholars.
- Improve use of data to drive instructional moves within the classroom to support varying student abilities to improve reading, written extended responses, and math performance as indicated by a Developing and Area of Focus for Goal Setting (3.1) on the 2017-2018 Quality Review leading to higher levels of student achievement as focused on through the Framework for Great Schools.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, North Star Academy will improve our comprehensive approach to rigorous instruction by implementing a reading comprehension skill of the week across content areas to move 30% of the students scoring Levels 1 or 2 on the DRP (Degrees of Reading Power) assessment up one level.
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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both the Degree of Reading Power (DRP) and running records will be administered with fidelity and analyzed appropriately in order to inform all tiers of instruction.</td>
<td>Literacy Teachers September 2018 January 2018 May 2018</td>
<td>MSQ Coordinator, Principal, MSQI Coach</td>
</tr>
<tr>
<td>Teachers will provide targeted, skills-based, Tier 2 reading instruction during the Strategic Reading Instruction period that is informed by data.</td>
<td>Literacy Teachers October 2018 - June 2019</td>
<td>MSQ Coordinator, Principal, MSQI Coach</td>
</tr>
<tr>
<td>The school’s data team will analyze the June instructional report and determine the “power skills” that represent student areas for growth, then use this data to prioritize which skills will be part of the “skill of the week” initiative.</td>
<td>Data Wise Teacher Team September 2018- June 2019</td>
<td>Data Wise Teacher Lead, MSQ Coordinator, Principal, MSQI Coach</td>
</tr>
<tr>
<td>Literacy Teachers will receiving on-going professional learning on instructional strategies to support students with growth in identified skills of the week.</td>
<td>Literacy Teachers October 2018 - June 2019</td>
<td>Teacher Leaders, Principal, MSQI Coordinator, Principal, MSQI Coach</td>
</tr>
<tr>
<td>School-based literacy leaders will work together consistently to model literacy practices, support colleagues, and execute the school’s literacy vision and goals.</td>
<td>Literacy Teachers October 2018 - June 2019</td>
<td>Teacher Leaders, Principal, MSQI Coordinator, Principal, MSQI Coach</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

* Curriculum/Family Night (September 2018)

* Workshops of Interest (October 2018, December 2018, February 2019, April 2019)
**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.

- MSQI Instructional coach and Literacy Coach scheduled for bi-weekly visits to support improving teaching practice via classroom observations, feedback sessions, modeling, instructional planning, co-teaching.
- Programmed weekly Teacher Team meeting time.
- Per Diem days to hire substitutes to cover classes so teachers can engage in inter-visitations as well as intra-visitations to neighboring model schools aligned to the CEP goal.
- Funds to purchase students materials.
- Funds to upgrade classroom libraries with level books to reflect Fountas & Pinnell reading levels.
- Per Session for extended teacher team meetings and scoring of Measures Of Student Learning (MOSL) assessments.
- Creative programming to allow for at least three strategic reading periods weekly.
- Development of school-wide assessments administered 3-4 times a year to monitor reading comprehension aligned to skills of the week.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>C4E</th>
<th>21st Century Grant</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
<th>In Kind</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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</tbody>
</table>

**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 the end of February 2019, the team will analyze DRP results of the whole school and compare the data to September scores to measure if the numbers of students below grade level is decreasing as a result of our school wide approach to implementing the skills of the week reading comprehension strategies.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

- DRP test scores
- ELA Midterm Reading Comprehension Assessment

**Part 5c.** In February 2019, 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

<table>
<thead>
<tr>
<th>Number</th>
<th>Question</th>
<th>Data Trends, Source, and Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What are the school’s strengths relative to this Framework element?</td>
<td>Social Emotional support and Safety received the highest percentage of positive response on the 2017-2018 Learning Environment Survey.</td>
</tr>
<tr>
<td>2.</td>
<td>What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>The 2017-2018 Learning Environment Survey reflects positive responses in the following areas: - 91% of students say that they are learning a lot in their classes to prepare them for the next level or grade. - 84% of students say their classes at their school make them think critically. - 88% of students say they feel safe in their classes. - 93% of students say that their teachers treat students from different cultures or backgrounds equally.</td>
</tr>
<tr>
<td>3.</td>
<td>What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
<td>According to the 2017-2018 Quality Review, High Expectations (3.4) was identified as being Proficient, stating that staff are supported in their implementation of school wide expectations and held accountable to meeting the. Scholars are provided with the support and guidance needed to prepare them for the next level.</td>
</tr>
</tbody>
</table>

#### Strengths:

- Social Emotional support and Safety received the highest percentage of positive response on the 2017-2018 Learning Environment Survey.
- The 2017-2018 Learning Environment Survey reflects positive responses in the following areas: - 91% of students say that they are learning a lot in their classes to prepare them for the next level or grade. - 84% of students say their classes at their school make them think critically. - 88% of students say they feel safe in their classes. - 93% of students say that their teachers treat students from different cultures or backgrounds equally.
- According to the 2017-2018 Quality Review, High Expectations (3.4) was identified as being Proficient, stating that staff are supported in their implementation of school wide expectations and held accountable to meeting the. Scholars are provided with the support and guidance needed to prepare them for the next level.

#### Needs:

- Classroom behavior and Personal Attention and Support received the lowest percentage of positive response on the 2017-2018 Learning Environment Survey.
- Based on the 2017-2018 Incident Location Summary from Online Occurrence Reporting System (OORS) report, the number of incident that took place increased from 39 to 68.
- Based on the data from OORS and the Learning Environment Survey, there is a need to implement practices that will support students social-emotional needs.

### Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Number</th>
<th>Question</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>By June 2019, North Star Academy will improve our comprehensive approach to supportive environment through the implementation of a Standing Together Around Respect (STAR) team. This team will work with the school community to implement Positive Behavior Interventions and Supports (PBIS) to improve school culture and climate, resulting in a 10% decrease in behavioral referrals and suspensions, and a 10% increase in positive responses on the Learning Environment Survey.</td>
</tr>
</tbody>
</table>
### 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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>September 2018– June 2019</td>
<td>Administration, Guidance Counselor, Dean, Teachers</td>
</tr>
<tr>
<td>At-risk students</td>
<td>October 2018 - June 2019</td>
<td>Administration, Dean, Guidance Counselor, Teachers</td>
</tr>
<tr>
<td>At-risk Students</td>
<td>October 2018- June 2019</td>
<td>Administration, SSST Team Members, Parents</td>
</tr>
<tr>
<td>All students</td>
<td>October 2018 – June 2019</td>
<td>Administration, STAR Team</td>
</tr>
<tr>
<td>All Students</td>
<td>October 2018, January 2019, April 2019, June 2019</td>
<td>Administration, STAR Team</td>
</tr>
<tr>
<td>All Students</td>
<td>September 2018 – June 2019</td>
<td>Administration, STAR Team</td>
</tr>
<tr>
<td>All Students</td>
<td>September 2018 – June 2019</td>
<td>Administration, STAR Team</td>
</tr>
<tr>
<td>All Students</td>
<td>September 2018 - June 2019 (3x weekly)</td>
<td>Administration, Guidance Counselor, CBO</td>
</tr>
<tr>
<td>All Students</td>
<td>October 2018 - June 2019 (monthly)</td>
<td>Administration, Teachers, Guidance Counselor, Dean, Teachers</td>
</tr>
<tr>
<td>All Students</td>
<td>September 2018 - June 2019</td>
<td>Administration, Teachers, Guidance Counselor, CBO</td>
</tr>
</tbody>
</table>

### Student programs

Weekly “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.

### At-risk students

Weekly conduct sheets that will be monitored by students, parents, and staff.

### Student Support service Team (SSST)

Monthly meetings to discuss at-risk students and devise a plan of action.

### Positive behavior

Recognized and celebrated on a monthly basis via student assemblies. Whereby students can use their pay checks to participate in various school activities. Perfect Attendance, Student of the Month, and Honor Roll students will be recognized at the assemblies as well.

### STAR and Safety Team

Meet four times to analyze the OORS report in comparison to last year’s data. The team will identify the “hot-spots” in the building and devise a plan of action for reducing the number of incidents in the classroom.

### STAR Team

Collaboratively to provide the best behavioral supports for all students and maximize academic & social achievement.

### We will fund additional per diem guidance counselors

Via Counseling In Schools in an effort to support the social-emotional development of our students at risk.

### 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.

### Implementation of Morning Meetings

The first 10 minutes of the school day. During this time scholars discuss the STAR Theme of the week and various topics such as bullying and cyberbullying.
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

* Family Night (September 2018)

* Pupil Path (October 2018 - June 2019)

* Parent Workshops of Interest (October 2018, December 2018, February 2019, and April 2019)

* School Open House (October 2018, November 2018, and April 2019)

* Parent-Teacher School Activities (September 2018 - June 2019)

* Parent Engagement Tuesdays (September 2018 - June 2019)

North Star Academy Student-Parent Handbook (September 2018)

North Star Academy Newsletter "The Light" (October 2018 - June 2019)

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.

- Per Session for STAR Team Meetings

- Guidance Counselor/Teacher collaboration/planning

- Programming of Monthly student assemblies designed to acknowledge positive students behavior

- Funds to hire an additional Guidance Counselor (3 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 II, Part A | || Title III, Part A | || Title III, Immigrant |
|-----|-------|---|------------|---|---|---|---|---|---|---|---|
|     | || C4E | || 21st Century Grant | || SIG | || 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 February 2019, the Safety Committee and the STAR Team will analyze OORS and SOHO data and compare the data to the similar time frame for 2017-2018 school year to determine progress towards meeting goal.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

The specific instruments of measure will include OORS and SOHO data.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Strengths:
- The Collaborative Teachers section of the 2017-2018 Learning Environment Survey ranked the highest in positive responses at 91%.
- Teacher Teams are given time to meet on a weekly basis to discuss instructional practices, student work, the implementation of effective strategies to address the needs of all students.

Needs:
- An inquiry approach is taking shape across teacher teams. New teacher leadership roles are beginning to give teachers a choice in shaping school wide initiatives as noted by an area of focus and Developing on the 2017-2018 Quality Review for Teacher Teams nd Leadership Development (4.2).
- Achievement gap is not closing significantly for lowest third, SWD, ELLs as measured by the New York State ELA a& Math Assessment.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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, Measurable, Achievable, Relevant, and Time-bound.

- By June 2019, North Star Academy will have improved our comprehensive approach to teacher collaboration with at least 80% of the pedagogical staff participating in teacher team meetings to analyze data, including student work, and teacher instructional practices as evidenced by meeting minutes and agendas.
**Part 3a – Action Plan**

### 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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s): Who will be targeted?</th>
<th>Timeline: What is the start and end date?</th>
<th>Key Personnel: Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Teacher Team</td>
<td>October 2018 - June 2019</td>
<td>Administration, Teacher Leaders, MSQI Coach, NTN Math Coach</td>
</tr>
<tr>
<td>All Teachers</td>
<td>October 2018 - June 2018</td>
<td>Administration</td>
</tr>
<tr>
<td>Math Teacher Team</td>
<td>October 2018 - June 2018</td>
<td>Administration, Teacher Leaders, MSQI Coach, NTN Math Coach</td>
</tr>
<tr>
<td>Target Scholar Population: Lowest One-Third, Approaching Grade Level, On Grade Level</td>
<td>October 2018 - June 2018</td>
<td>Administration</td>
</tr>
</tbody>
</table>

- Track school wide interim assessments to ensure scholars make progress and provide targeted work by implementing strategies and small group interventions for "target" scholars as developed within inquiry groups including SRI Learning from Student Work protocol.

- Progress Monitoring amongst administration based on classroom observations and teacher feedback will help to identify the focus for the yearlong professional development plan that will be executed during the weekly 80-minutes on Mondays.

- On-going tracking of math grades and interventions based on interim assessment results and reviews of student work regarding math progress during Math Teacher Team meeting.

- Saturday Academy for Math and ELA test preparation.

---

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

We will host a series of parent workshops that will focus on how families can support students academically at home presented by parent coordinator, teachers, and professional development staff.

---

### Part 4 – Budget and Resource Alignment

2018-19 CEP
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.

- Programmed Teacher Team weekly.
- Per Diem for substitutes for coverage for inquiry work and intervisitations.
- Per Session for planning and teaching at Saturday Academy.
- Per Session for parent workshops.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
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</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

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 the end of February 2019, Teacher Teams will monitor progress on interim assessments in ELA and Math. Data will be compared to September data to determine if progress is being made as a result of inquiry work.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

School-wide interim assessments in ELA and Math.

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

**Strengths:**
- Effective School Leadership received a high percentage of positive response on the 2017-2018 Learning Environment Survey at 90% overall.
- According to the 2017-2018 Quality Review, Teacher Support and Supervision (4.1) was identified as being Proficient, stating that teachers receive effective feedback through post-observations conferences and in writing that accurately captures strengths, challenges and provides specific next steps. Additionally, feedback articulate clear expectations and promote professional growth and reflection.
- Various opportunities for Teacher Leadership shared decision-making within various school-wide committees.
- Collaborative use of the Danielson Rubric for Teacher Development.

**Needs:**
- Create a system to support and evaluate all staff outside the limitations of the Danielson Framework or the S/U system to promote professional development of everyone (including Guidance Counselors, Paraprofessionals, School-Aides, etc.)
- Create systems and practice that ensure that all stakeholders receive communication regularly regarding instruction and school-wide initiatives.
- Create opportunities for teachers to receive individualized feedback regarding progress towards their professional goals.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, North Star Academy will have improved our comprehensive approach to effective school leadership by increasing from 86% to 95% positive teacher responses related to clear expectations, administration participation in instructional planning, influence over standards for student behavior, and encouragement of feedback on the Learning Environment Survey.
### 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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators will manage and ensure that all CEP goals and action plans connect to the mission and vision of the school.</td>
<td>SLT members</td>
<td>October 2017, February 2018, June 2018</td>
<td>Administration</td>
</tr>
<tr>
<td>Review a variety of professional materials and rubrics for evaluation to custom develop the feedback process to support staff in a trusting environment where they can take risks and be recognized for their leadership accomplishments</td>
<td>All Teachers</td>
<td>October 2017 – June 2018 (monthly)</td>
<td>Administration, MSQI Coach</td>
</tr>
<tr>
<td>Lead Teachers will be given the opportunity to facilitate Monday/Tuesday Professional Learning based on best practices and the Professional learning from District-level instructional focus/initiatives.</td>
<td>Teacher Leaders</td>
<td>September 2017 – June 2018</td>
<td>Administration, Teacher Leaders, Teachers</td>
</tr>
<tr>
<td>Work with various stakeholders to ensure staff feel input is valued and included in school-wide initiatives.</td>
<td>All Teachers</td>
<td>October 2017 – June 2018</td>
<td>Administration</td>
</tr>
<tr>
<td>Using the instructional cabinet to draft data driven department goals that focus on increasing student achievement.</td>
<td>Students, Teachers, Parents</td>
<td>September 2017 - June 2018</td>
<td>Administration, Teachers, Parent Coordinator</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

School Leadership Team will meet regularly develop a system to communicate action items and decisions to the staff, parents, and students on a monthly basis.

### 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.

- Teacher Team Planning Time
- Per Session or Teachers
• SLT Stipend

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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<td></td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 the end of February 2018, the administration will monitor staff perceptions to related effective leadership data to measure if the response rates are increasing as a result of various committees and professional development.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

School will use a Google form to create a survey for staff.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.

   Strengths:
   - Active and engaged executive board of PTA, with a core group of parents that are engaged in volunteering for events, and attending PTA meetings.
   - High attendance at parent teacher conferences, especially marking period one and in grade six.
   - High attendance rate at school events that highlight scholarly performance and talents.
   - School hosts informational meetings for various aspects of school life, such as the high school articulation process, incoming sixth grade orientation, and school tours for prospective families.
   - Parents are receptive to academically-based initiatives such as AIS, Specialized High School Prep, and Saturday Academy.
   - Parents utilize PupilPath, an online grade book to monitor their child progress in all academic subjects.
   - School is well known for receiving siblings and referrals for admissions.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

   Needs:
   - Overall, low parent participation rate on the 2017-2018 Learning Environment Survey at 22%.
   - Increase parental engagement and involvement beyond academic and disciplinary issues.
   - Encourage parents to become stakeholders in their child's learning process.
   - Provide parents with resources to enrich their own personal development.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2018, North Star Academy will have improved our comprehensive approach to family and community ties by increasing parent participation rate by 60% at events as measured by attendance. Parents will be encouraged to attend at least three (3) events throughout the school year, and volunteer a minimum of two hours for a school event of their choice.
Part 3a – Action Plan

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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>September 2018</td>
<td>Parent Coordinator</td>
</tr>
<tr>
<td>Members of North Star Academy school community will work collaboratively to increase community involvement and awareness via monthly newsletters, website updates, Remind.com, emails, phone blasts, and backpack correspondence.</td>
<td>September 2018 - June 2018</td>
<td>Parent Coordinator, Administration</td>
</tr>
<tr>
<td>Parents</td>
<td>October 2018 - June 2019</td>
<td>Administration, Guidance Counselor, Parent Coordinator</td>
</tr>
<tr>
<td>Parents will gain valuable information pertaining to curriculum and study skills to prepare for transition to High School, state exams, and life skills.</td>
<td>Parents</td>
<td>Administration, Guidance Counselor, Parent Coordinator</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

- Early Relationship, Abuse Prevention Program (RAPP)
- Elevate
- Urban Advantage
- University Settlement

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.

- Hire new Parent Coordinator.
- Renew subscription to PupilPath.
- Contract Elevate to facilitate parent workshop around life skills.
- Parent Coordinator will facilitate a series of workshops at Parent Institute.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title II, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C4E</td>
<td>Title I SWP</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 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 2019, feedback from surveys and sign in sheets will be used to assess progress towards meeting annual goal and make adjustments to the action plan, if applicable.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

School will use Google forms to create surveys for parents.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>DRP Screening, Running Records</td>
<td>Close Reading, Strategic Reading Strategies with “Skill of The Week” focus, STARI,</td>
<td>Small Group</td>
<td>During School Day, Saturday Academy</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>3 Tiers: Below, Approaching, At Grade Level + Various Subgroups (based on 2018 NYS Math Assessment)</td>
<td>READY NY, Khan’s Academy, Engage NY</td>
<td>Small Group</td>
<td>During School Day, Saturday Academy</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>DRP Screening</td>
<td>Close Reading, Strategic Reading Strategies with “Skill of The Week” focus</td>
<td>Small Group</td>
<td>During School Day, Saturday Academy</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>DRP Screening</td>
<td>Close Reading, Strategic Reading Strategies with “Skill of The Week” focus</td>
<td>Small Group</td>
<td>During School Day, Saturday Academy</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Teacher Referrals</td>
<td>Counseling In Schools</td>
<td>Small Group One-to-One</td>
<td>During School Day, Saturday Academy</td>
</tr>
</tbody>
</table>
### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

   According to the Temporary Housing Address Report from ATS, there are 15 students in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

   - Weekly check ins;
   - Academic intervention services to include tutoring, attendance monitoring, counseling, parent outreach;
   - Provide school supplies and resources i.e. notebooks, pencils, uniforms, etc.

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact a STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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.

- Create a recruitment team to coordinate efforts to attract highly qualified staff.
- Provide ongoing staff development for highly qualified teachers on staff.
- Prepare pre-interview questions for Job Fairs surrounding the instructional elements of lesson planning, effective questioning, differentiated instruction, and parental involvement.
- Provide opportunities for demonstration lessons to be conducted during the screening phase of the interview process.
- Use of research based framework for enhancing professional practice will be used in frequent cycles of classroom observations.
- Provide opportunities for new teachers to receive support the New Teacher Mentoring Program.

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).

Immersing teachers into a series of Profession Learning sessions that include:

- Norming protocols for working together in teacher teams
- Strategies for teaching "Skill of The Week" across content areas
- Strategies for monitoring ongoing assessment of learning including use of monitoring tools
- Strategies for using Peer Assessment to take responsibility for assessing the work of their peers against a set assessment criteria
- Norming protocols for summative assessments
- Learning from student work
- Strategies for teaching ENLs and Students with Disabilities

Part 3: TA Schools Only

3a. Use of Program Resources

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

- Teacher teams met to analyze and plan instruction based on the results of the 2017 – 2018 NYS Math & ELA Assessment
- Data analysis of the MOSL results utilized to create and plan for the implementation of the 2017-2018 instructional focus.
- 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.
- Admin create Baseline Assessment for Math across grade levels.
- Teacher teams meet to discuss, create and analyze a series of assessments 3-4 times a year.

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. 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. 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.
<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>167,060</td>
<td>x</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>p</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>p</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>p</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>1,649,705</td>
<td>x</td>
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</tbody>
</table>

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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)  
*(Required for All Title I Schools)*

**Directions:** Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a *Parent and Family Engagement Policy* in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

---

### Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. North Star Academy, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

### Support for Parents and Family Members of Title I Students

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.

### Parental Involvement and School Quality
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., ESSA/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report.
- Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act (ESSA).
- 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.

### Encouraging School-Level Parental Involvement

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 as well as 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)
North Star Academy, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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 on assessments.

I. School Responsibilities: High Quality Curriculum
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 Every Student Succeeds Act (ESSA).

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

● ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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.

I. School Responsibilities: Providing General Support to Parents

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 along with collaborating and partnering with 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 Title I requirement for the Every Student Succeeds Act (ESSA) as well as 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

**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.
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Brooklyn</td>
<td>340</td>
</tr>
</tbody>
</table>

School Name: North Star Academy

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.

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Tamara Johnson</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Tenisha Johnson</td>
</tr>
<tr>
<td>Coach</td>
<td>N/A</td>
</tr>
<tr>
<td>Coach</td>
<td>N/A</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Nina Mazzara</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Ozellandrea McClain</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>N/A</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>N/A</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>N/A</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>N/A</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Clarence Ellis</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Certification Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL teachers currently teaching in the ENL program</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7-12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>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)</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td>Total number of students in school (excluding pre-K)</td>
<td>203</td>
</tr>
<tr>
<td>Total number of ELLs</td>
<td>5</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>2.46%</td>
</tr>
</tbody>
</table>

2018-19 CEP

42
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply

[ ] K  [ ] 1  [ ] 2  [ ] 3  [ ] 4  [ ] 5

[ ] 6  [ ] 7  [ ] 8  [ ] 9  [ ] 10  [ ] 11  [ ] 12

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>YES</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td></td>
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<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
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</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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<tbody>
<tr>
<td>TBE</td>
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Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   Our school utilized 2 assessments to measure the early literacy skills of our ELLs: the DRP and Running Record. At the beginning of the school year, the ELL student was administered the DRP assessment, which provided the student’s independent reading level and the instructional reading level according to Fountas and Pinnell. After the student was administered the DRP and it was determined that she tested at least 3 grades below reading level, she was administered a running record at her independent reading level to determine if the reading deficiency was comprehension or phonetics. After administering the running record it was determined that she needs to work on reading comprehension, word study, and fluency. The results of these assessments provide data for the ENL teacher to determine the priorities in her instructional practice, and how to effectively drive her instruction for optimal student achievement. Based on the assessment results the ENL instructor provides levels corresponding to the DRP levels.
2. What structures do you have in place to support this effort?
In order to meet the needs of our ESL student, we will hire a part-time ENL instructor for two days weekly who will work with ESL students as well as four former ELLs. The ENL instructor will work alongside the teachers to develop an instructional plan to increase English language proficiency for the one ELL student as well as to further enhance the English Language proficiency for the students identified as commanding according to the NYSESLAT.
Teachers will work collaboratively to create a learning environment that orients them into the second language while maintaining pride in their own cultural and linguistic heritage. The English as a Second Language (ESL) program will provide comprehensive instruction as well as word study. It is the expectation that ESL program will provide opportunities for students to have access to quality education aligned to CCLS standards and the four language modalities: speaking, reading, writing, and listening.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
The success of the entire program is measured by the NYSESLAT scores. NYSESLAT results along with DRP results, the ELL Periodic Assessments, state tests scores, and school assessments are used to evaluate the effectiveness of the ESL program. In the school year 2016-2017, all of our ESL students passed the NYSESLAT.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Once the summative data has been gathered, teachers will have detailed information about their students' strengths and challenges as it relates to the development of the English Language. This information will serve as a guide for planning differentiated instruction based on individual needs.

5. How does your school use 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. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].) According to the results of the NYSELAT, four students are commanding and require 90 minutes of ESL instruction and one student is transitioning and require 180 minutes of ESL instruction. The ELL Data Analysis Tool for our ESL student is showing progress in listening, as well as speaking, while reading and writing skills are a challenge. She will be assigned individualized work on her reading level and will be assessed for progress ongoing.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
These findings help make adjustments in planning ENL lessons, making more emphasis on language modalities according to to students' needs.

Part IV: ELL Programming
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.
The mandated instructional minutes are met because the ENL instructor provides the five ELL students with push-instruction two times weekly. The two students identified as commanding receive 90 minutes total per week. The student identified as transitioning receives 180 minutes per week. Students received ESL instruction in the content area class alongside the content area teacher and ENL instructor. Instruction is exclusively given in English and is differentiated based on ability and interests.

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)?

   The mandated instructional minutes are met because the ENL instructor provides the five ELL students with push-instruction two times weekly. The two students identified as commanding receive 90 minutes total per week. The student identified as transitioning receives 180 minutes per week. Students received ESL instruction in the content area class alongside the content area teacher and ENL instructor. Instruction is exclusively given in English and is differentiated based on ability and interests.

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 push-in program, ELL students receive instruction using the workshop model in all the major subjects. Students are given access to all programs, mandated 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. All instruction is delivered in English through the use of ESL methodology. Teachers integrate modeling, bridging, and contextualization techniques to scaffold instruction for ELL students, utilizing reliable technology translators when necessary. Explicit vocabulary instruction supports language acquisition. Students who require home language scaffolds for the content area will be given translated work. Graphic organizers and visuals are used as a tool to develop students’ writing skills. During common prep time, the content area teacher and ENL instructor will meet to review students’ progress and plan instruction. Specifically, the ENL instructor will review lesson plans and unit plans regularly to ensure curriculum alignment. The administration provides for common planning sessions to ensure that:

   1) Teachers provide students with opportunities to be involved in purposeful conversations.
   2) All language modalities are incorporated into the lesson.
   3) There is an ongoing collaboration between content area teachers and the ENL teacher to create a learning community that is knowledgeable about the linguistic needs of ELL students.

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

   All students, regardless of proficiency level, are required to take the city-wide and state assessments. ELL students will be given copies of assessments in their home language translation when available.

5. 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

   A) ELL students are given time and a half during assessments to ensure that they have the best opportunity possible. This will guide instruction and the delivery of Academic Intervention Services (AIS). We will provide small group instruction that focuses on language acquisition, word study, and vocabulary development to help students become beginning readers. They will
also use individualized computer programs to develop listening comprehension and basic reading skills.

B) Newcomers, students with less than three years in the US, do not represent any students at MS 340.

C) The students receiving ESL services from four to six years perform well in listening and speaking, while reading and writing represent a challenge. They are assigned individualized supplemental work so they can have additional at-home practice to accelerate their progress. Based on data from the NYSESLAT and comparison of previous year levels on this test, we focus on areas of weakness and service these students in our ESL program during the day in order to enhance language acquisition. To build their reading fluency, they read books on their independent reading level both in school and at home. To enhance their writing skills, the ENL instructor models the writing process and uses graphic organizers to assist students in sequencing as well as organizing their writing.

D) Long Term ELLs, with more than five years of service, do not represent any students at MS 340.

E) Since all students are expected to meet CCLS, our instructional program offers all students, including our special needs students, the opportunity to receive instruction in literacy and math weekly. During the day, students all grouped according to DRP levels and receive small group instruction in literacy based on their needs. During after-school, students have the opportunity to partake in activities such as NBA Math, MAD Science, Newspaper Club, and Specialized High School Prep. In math, students use manipulatives and graphic organizers to assist with differentiated instruction. In science and social studies, students use images and graphic organizers to illustrate concepts, as well as organize ideas. ELLs with special needs have guided instruction that match their IEPs goals that is planned by the General Education Teacher, Special Education Teacher, and ENL Instructor.

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

To accelerate English language development we offer our ELLs students various resources, including materials such as classroom libraries, Study Sync, and Getting Ready for the NYSESLAT.

Oral communication skills are developed through the use of Read-Alouds, Shared Reading experiences, and technology is used to enrich the curriculum across the content areas. Classroom teachers differentiate instruction to engage students in the writing process. All classroom are required to be print-rich in order for students to provide visual support for cognitive language acquisition.

7. 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-SWDs receive mandated services weekly. They are also mainstreamed in general education classes for Art, Music, and Physical Education. The literacy curriculum, Study Sync, includes instructional support for ELL and SWD. Teachers provide multiple entry points for students to access the curriculum in their content area.

8. 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 during the Strategic Reading periods weekly. Reading intervention services are given through researched-based intervention programs such as Wilson, STARI, and small group guided reading groups. Math intervention is done through small-group instruction based on the results of data such as classroom assessments, Periodic Assessments, and NYS CC Assessments.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

For the 2017-2018 school year, we hired a part-time ENL instructor to provide instruction for ELLs. Our ESL students benefit from getting additional instructional support. Our ENL teacher will also push-in to core content classrooms for her ELL students to ensure support of adequate differentiation and scaffolding.

10. If you had a bilingual program, what was the reason you closed it?

N/A
11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All students are offered the opportunity to participate in extra-curricular activities. Students are heterogeneously grouped within each grade. Students are offered ESL content area instruction that is CCLS-aligned in ELA, Math, Science and Social Studies. Besides receiving the mandated ESL services, students receive 45-90 minutes of ELA instruction daily. In addition, our instructional program offers all students, including ELLs, grade and age appropriate day, after-school enrichment programs. Their program also includes electives such as art, technology, dance, sports, cooking, Newspaper club, and MAD Science club.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

To accelerate English language development we offer our ELLs students various resources, including materials such as classroom libraries, Study Sync, and Getting Ready for the NYSESLAT.

Oral communication skills are developed through the use of Read-Alouds and Shared Reading experiences, and technology is used to enrich the curriculum across the content areas. Classroom teachers differentiate instruction to engage students in the writing process. All classroom are required to be print-rich in order for students to provide visual support for cognitive language acquisition.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

The ENL instructor collaborates with content area teachers to determine what support is needed in content areas. Native language support is frequently provided by our literacy teachers in the content area classroom. Content area teachers provide written instructions and guidelines in students' native language to foster comprehension, academic and language development. In addition, ELL students use bilingual dictionaries and glossaries and online translation resources as needed.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

To accelerate English language development we offer our ELLs students various resources, including materials such as classroom libraries, Study Sync, and Getting Ready for the NYSESLAT.

Oral communication skills are developed through the use of Read-Alouds and Shared Reading experiences, and technology is used to enrich the curriculum across the content areas. Classroom teachers differentiate instruction to engage students in the writing process. All classroom are required to be print-rich in order for students to provide visual support for cognitive language acquisition.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

N/A

16. 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

17. What language electives are offered to ELLs?

Current there are no language electives offered to students.

18. 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)?
All Emergent literacy is being translated with instant Google Translator App into Home languages and are taught at the same time in both languages.

**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 and non-pedagogic staff.) 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?
   
   Assistant Principal and Parent Coordinator, and selected Teachers Including ENL instructor) attend district-level and citywide professional learning relevant to the needs of ELLs.
   
   Our tentative Professional Development opportunities for the 2017-2018 school year include:
   
   September 2018: ENL and STARS
   October 2018: Looking at ELL Data
   November 2018: Questioning and Discussion Techniques
   December 2018: Understanding Design for Learning
   January 2018: The Writing Process
   February 2018: Language/Writing in Math
   March 2019: Getting Ready for NYSESLAT
   April 2018: Looking at Data (Analysis of ELL Periodic Assessment)

2. 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.
   
   Assistant Principal and Parent Coordinator, and selected Teachers Including ENL instructor) attend district-level and citywide professional learning relevant to the needs of ELLs.
   
   Our tentative Professional Development opportunities for the 2017-2018 school year include:
   
   September 2018: ENL and STARS
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   February 2018: Language/Writing in Math
   March 2019: Getting Ready for NYSESLAT
   April 2019: Looking at Data (Analysis of ELL Periodic Assessment)

   Rolling Agendas (including minutes) are kept in the MS 340 Professional Community folder housed via Google Drive.

**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?

   We have developed a process for the staff to meet with the parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. In order to ensure this occurs, pedagogues have weekly meeting times available on Tuesdays during parent Engagement to meet with parents. In addition, student progress reports are sent home four times a year - October, December, February, and May. The ENL instructor communicates with parents on a needed basis. If translation serves are needed they are provided.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. All parents including the parents of ELL students are invited to participate in the PTA and all parent workshops. All parents are encouraged to become involved in school celebrations and cultural events such as the Fall Festival, Family Night, Culture Day,
College & Career Day, concerts, curriculum fairs, award ceremonies and talent shows. All parents are also invited to participate in district-level events such as Breakfast with the Superintendent, CEC Meetings, ELL Parent Conferences, Town Hall Meetings, etc.

### 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
In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Tamara Johnson, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
### 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.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T. Johnson</td>
<td>Principal</td>
<td></td>
<td>10/1/18</td>
</tr>
<tr>
<td>T. Johnson</td>
<td>Assistant Principal</td>
<td></td>
<td>10/1/18</td>
</tr>
<tr>
<td>S. Meminger</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/1/18</td>
</tr>
<tr>
<td>N. Mazzara</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/1/18</td>
</tr>
<tr>
<td>O. McClain</td>
<td>School Counselor</td>
<td></td>
<td>10/1/18</td>
</tr>
<tr>
<td>C. Ellis</td>
<td>Superintendent</td>
<td></td>
<td>10/1/18</td>
</tr>
<tr>
<td>M. Bastien</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>10/1/18</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>

Other ______  
Other ______  
Other ______
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

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

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candace</td>
<td>Elliott</td>
<td>Parent Coordinator</td>
<td>yes</td>
<td>yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>Arabic</td>
<td>.84%</td>
<td>Arabic</td>
<td>.84%</td>
</tr>
<tr>
<td>Haitian Creole</td>
<td>Haitian Creole</td>
<td>4.64%</td>
<td>Haitian Creole</td>
<td>4.64%</td>
</tr>
</tbody>
</table>

2018-19 CEP
3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

<table>
<thead>
<tr>
<th>Language 1</th>
<th>Language 2</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>French</td>
<td>1.26%</td>
</tr>
<tr>
<td>Spanish</td>
<td>Spanish</td>
<td>6.32%</td>
</tr>
<tr>
<td>Fulani</td>
<td>Fulani</td>
<td>.84%</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>86%</td>
</tr>
</tbody>
</table>

None

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Teacher Conference Notification</td>
<td>- November, March, May</td>
<td>The LAC downloads translation request form at designated website. Email completed form at least 2-weeks prior to the desired date.</td>
</tr>
<tr>
<td>Monthly PTA/SLT Letters</td>
<td>- September - June</td>
<td>Project Manager at translation services provides a confirmation with completion date via email. Translated document is returned to LAC via email (PDF format) within 2 weeks.</td>
</tr>
<tr>
<td>Student Cell Phone Policy</td>
<td>- September</td>
<td></td>
</tr>
<tr>
<td>Student Uniform Policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Night Handouts</td>
<td>- September</td>
<td></td>
</tr>
<tr>
<td>IEP Notifications</td>
<td>- September</td>
<td></td>
</tr>
<tr>
<td>Meeting Name</td>
<td>Month/Frequency of Meetings</td>
<td>How does your school plan to provide interpretation service(s)?</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>----------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>School Calendar</td>
<td>September - June</td>
<td>The LAC downloads translation request form at designated website. Email completed form at least 2-weeks prior to the desired date. Project Manager at translation services provides a confirmation with completion date via email. Translated document is returned to LAC via email (PDF format) within 2 weeks.</td>
</tr>
<tr>
<td>Parent &amp; Student Handbook</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency Contact Card (Blue Cards)</td>
<td>September</td>
<td>The LAC downloads translation request form at designated website. Email completed form at least 2-weeks prior to the desired date. Project Manager at translation services provides a confirmation with completion date via email. Translated document is returned to LAC via email (PDF format) within 2 weeks.</td>
</tr>
<tr>
<td>School Newsletter (Quarterly)</td>
<td>September, January, May</td>
<td>The LAC downloads translation request form at designated website. Email completed form at least 2-weeks prior to the desired date. Project Manager at translation services provides a confirmation with completion date via email. Translated document is returned to LAC via email (PDF format) within 2 weeks.</td>
</tr>
</tbody>
</table>

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
</table>
| Face-to-face meeting | September - June           | If the parent’s preferred language is French/Haitian-
Creole, we will program for our fluent French Teacher 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.

Use SAM #63 funds (Title I, Title II and/or tax-levy earmarked funding) to request the interpretation from DOE licensed vendor.

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

- Access over-the-phone interpretation available 24/7 in over 200 languages
- LAC will contact Language Line directly for assistance

Part C: Training Staff on Policies and Procedure
Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Send an internal letter to school staff reminding them of their responsibilities of communication with LEP parents, and what resources are available to them.

**Part D: Providing Notice of Language Assistance Services**

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

1. In order to fulfill parental notification requirements, we will ensure the welcome poster is posted in prominent locations throughout the building as well as utilize online tools and resources, including staff who may speak the needed language.

2. Provide parent documents such as but not limited to (in their preferred language):
   - Parents’ Bill of Rights
   - Achieve NYC Guide
   - Parent Guide to Language Access
   - Keep a copy of the Language Identification Guide with the school’s front office.
   - Send an internal letter to school staff reminding them of their responsibilities of communication with LEP parents, and what resources are available to them.

**Part E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

- Parent Survey